Derry Township SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

30 East Granada Ave
PO Box 898
Hershey, PA 17033
(717)534-2501
Superintendent: Joseph McFarland
Director of Special Education: Kirsten Scheurich

Planning Committee

Name	Role
Pamela Keene	Ed Specialist - Other : Special Education
Jennifer Marron	Ed Specialist - Other : Special Education
Angela Persing	Ed Specialist - Other : Special Education
David Lillenstein	Ed Specialist - School Psychologist : Special Education
Jason Pedersen	Ed Specialist - School Psychologist : Special Education
Amanda Peters	Ed Specialist - School Psychologist : Special Education
Brian Blase	Elementary School Teacher - Regular Education : Special Education
Jennifer Heintzelman	Elementary School Teacher - Special Education : Special Education
Brandon Bucher	High School Teacher - Regular Education : Special Education
Kim Dilger	High School Teacher - Special Education : Special Education
John Zitko	Middle School Teacher - Regular Education : Special Education
Carolyn Merrill	Middle School Teacher - Special Education : Special Education
Summer Farmen	Parent : Special Education
Carol Nye	Parent : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 375

Identification Method

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

Elementary (K-5)
The district continues to receive PDE approval for the Elementary School (K-5) for Response to Instruction and Intervention (RtII) to be used for determination of Specific Learning Disabilities. As part of this system, universal screening and assessment is utilized at all grade levels. The data from this process is reviewed quarterly at Intervention Planning Meetings (IPMs) to determine if students are progressing. For those students below benchmark, interventions are discussed and begun. The IPMs are also used to review individual student progress (or lack of) including the level of performance and rate of increase. This is compared to the student's classroom, grade level and national norms to rule out lack of appropriate instruction. If the student's rate of increase is less than 80% of the expected rate, then it is considered to be insufficient or inadequate to close the achievement gap. Both the significantly discrepant from the expected level of achievement and from expected rate of increase must be present to be considered for a learning disability.

Data is also collected from parents, school nurse and teachers including vision, hearing or other medical conditions; home language; social/emotional needs or behavioral concerns; and adaptive behaviors. Classroom observations across multiple settings and providers are also completed. Records reviewed include grades, attendance, discipline and educational history. Fidelity checks of instruction during intervention are also done periodically to rule out lack of appropriate instruction.
This model is approved and used for both Math and Reading.

Secondary (6-12)
At the secondary level (grades 6-12), when determining eligibility for a SLD, the district utilizes a discrepancy model which considers whether a student exhibits a pattern of strengths and weaknesses in their achievement relative to age or grade level.
All grades
In all grades, instruction, review of records, review of interventions including rate of increase and level of performance, Curriculum Based Assessments, and observations are conducted prior to any disability determination.
The RtII model is not followed for students thought to be exceptional in the other 12 categories of

exceptionalities.

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

Total enrollment for Derry Township is 3,446 as of the December 1, 2014 Child Count. For additional information on enrollment and percent of special education enrollment by disability category, the **Special Education Data Reports**
 are referenced routinely. These reports include the State Report, Data at a Glance Report, and State Performance Plan report. The reports are reviewed annually and shared with the public, with administration and with district educators through parent meetings, staff meetings, and administrative administrations.

The total special education enrollment for Derry Township is well below the percentage of total enrollment. State average by percentage is 15% and Derry Township is 11%.

The most notable area of change is within the Autism disability category. Since the 2011-12 school year, the total percentage of students identified with autism has grown from 14% to 21%. Living near a major medical center along with being situated in an area rich with resources related to students with Autism Spectrum Disorders may partially account for this being two and a half times the state average. The district has invested significant resources, training and support to this population given the number of students eligible within this category.

Another area that has show some growth is the area of Emotional Disturbance increasing one percentage point each of the last three years. Students are facing more stressors including an uptick in anxiety that creates difficulty for them to access their education. Many students receiving services within the eligibility category of Emotional Disturbance are dealing with some form of anxiety. The district recently partnered with a local mental health agency to enable school based therapy to occur onsite to better meet the needs of students facing these issues. The district is slightly above the state average in this category at 9.2% compared to the state at 8.6%.

Speech and Language Impairment has shown a decrease in recent years. In 2012-13, the average number of students identified within this category was above the state average. This has declined annually and as of the 14-15 school year, was consistent with the state average. The district has increased the number of Speech and Language pathologists to support students with language difficulties, including those with autism. This along with targeted training amongst early elementary staff to remediate speech and language difficulties through early intervening has likely led to this decrease.

All other disability categories are below the state average and maintaining consistent percentages. When reviewing the Race and Ethnicity data, the district is consistent with the state in its identification of white students but slightly higher in the categories of Black, Hispanic and

Multiracial. The district is below the state average in Asian. Disproportionality in race deserves serious attention and will be the target of ongoing and upcoming professional development. The district has begun the process of training staff to recognize the needs of students experiencing poverty, including the racial impact, and respond with cultural sensitivity. Additionally, the district is currently exploring the use of a Risk/Ratio calculator to assess the data of students by race to determine if the disproportionality is impacting other areas such as achievement and discipline to be able to affect change in this area.

Non-Resident Students Oversight

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

1. In order to support the educational of students living in facilities, the district has streamlined its enrollment process and works cooperatively with the home district to attain all necessary documentation efficiently. This enables families, who may live a great distance from the facility, to have one less stressor as they go through the process of having their child live outside the home. All documentation from the home district is reviewed by relevant staff to ensure the appropriate supports are in place for the student for effective transition. Communication with the family is quickly established. Recently, a new facility has opened within the district boundaries. As part of effective services, the district corresponded with the home district, facility and educators before the students were assigned to the facility.
2. Student documents outlining current services and placement are reviewed and comparable services are presented. In order to ensure both FAPE and LRE, the district engages in assessment of the student using any available measures to make sure the students strengths and needs are clearly outlined and a plan to support the students is in place via an appropriate IEP. This includes utilizing the SAS toolkit for services to support inclusion in the general education setting and SETT framework for assessing assistive technology needs that may enable more effective inclusion.
3. No barriers at this time.

Incarcerated Students Oversight

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

The district does not have any facilities within its boundaries that would be considered incarceration. If a district student were to be incarcerated, all necessary records would be sent to the facility and contact with the special education teacher would be made to facilitate effective services being in place for the student.

The special education and other staff work to maintain relationships with families so that, if a sibling were to be incarcerated, we would know to be able to reach out to the facility and let them know that a student is eligible for special education services.

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.

DTSD ensures that programs and placements are based on the individual's strengths across educational domains and focus on their potential for access to the general education curriculum and for their growth. Individualized education teams consider the general education instructional environment first when determining a free and appropriate public education (FAPE). The teams consider a full range of supplementary aids and appropriate services before considering a more restrictive environment. This has been discussed and communicated with all staff and it is recommended that the conversation, at each meeting, be to first consider the expectations of the general education setting and align goals with the standards and the student's areas of strength and need to focus efforts on growth within both areas.

DTSD strives to make staff aware of the policies of the Least Restrictive Environment (LRE) via sharing of literature, discussions at training, IEP meetings and distribution of literature to administration. Support structures available in general education include but are not limited to differentiation by general educators, special education teachers via co-teaching designs,

instructional coaches, related special education personnel, and teacher assistants. Additionally, the district has invested in key personnel to assist with promoting LRE. This includes a specialist in Assistive Technology, Transition Coordinator, Special Education Consultants and Board Certified Behavior Analyst. These staff are able provide the necessary supports to general education teachers and paraprofessionals to promote the success of the students.

Additionally, the IEP teams during all IEP meetings, consider initial eligibility decision and move to determine appropriate program design and delivery (e.g., specially designed instruction). They consider a variety of collaborative practices (e.g. co-teaching, tiered instruction via RtII) and instructional practices (e.g., modifications of curriculum or assistive technology implementation) and a wide range of supplementary aids and supports (e.g., related service personnel/behavioral consultants, specialists) to ensure students are benefitting from the least restrictive environments. The SAS Toolkit and SETT frameworks have been completed in house to demonstrate systematic thought processes necessary to ensure LRE. The district has welcomed partnerships with Include Me from the Start and other initiatives to provide the core training and understanding necessary to promote an LRE.

The district has also created a full time Transition Coordinator position to support students aged 14 and up. The position is responsible for assisting teams in setting and working towards transition goals. By having a specific staff member with this focus, teams are able to remain focused on developing goals and accompanying instruction and services to eventually include the student in the community and workplace. With the exception of Sheltered Workshops or residential facilities, these are inclusive environments and students must be prepared to participate in these environments.

Related service personnel provide highly specialized services. These services include speech and language, behavioral support, assistive technology, augmentative communication development and intervention, occupational therapy, vision supports, audiological supports and physical supports. These services are delivered in a variety of settings and are often provided in the general education setting to ensure students have access to the general education curriculum.

Benefit from educational services is measured through regularly scheduled special education data review team meetings held three times a year in K-5 and middle school and twice a year at the high school for all students with an IEP. Progress towards goals and objectives along with progression within the content of the general education curriculum is monitored.

In addition to students with special needs receiving education in general education settings, DTSD also offers:

16 learning support programs (6 Elem, 5 Middle, 5 High)

3 emotional support programs (1 at each level)

6 autism support programs (4 K-5, 1 Middle, 1 High)

4 life skills programs (1 Elem, 1 Middle, 2 High)

1 multiple disabilities program (High school)

The district also participates as part of a consortium of local school districts and all classes are open for enrollment as part of the Dauphin County Consortium agreement. This enables us to provide a full continuum of supports, placements and services for all students.

Decisions to place students out of the district are made by the individual IEP team which includes parental involvement and collaboration. The district makes every attempt to provide a continuum of placement options. DTSD joins with the Capital Area Intermediate Unit (CAIU) and neighboring

districts through the Dauphin County Special Education Consortium, to provide options for students with significant programming needs that fall outside the scope of what district programming can offer. Along with CAIU, consortium districts and private educational programs, DTSD is able to work collaboratively with families and students to identify FAPE. DTSD is committed to continued development of appropriate special education options each year and has grown in the number of program options including a Transfer Between Entities for autism and the Hershey On-line Academy (HOLA) among others to augment the availability of appropriate programming options in the past few years. As with general education, special education accesses the Dauphin County Technical School. This setting offers special education services and students are able to gain technical skills that assist them in academic development and secondary transition success.

Least restrictive environment data is entered into the PennData system annually by December 1st of each school year. Although DTSD is addressing the above methods and procedures to ensure LRE we have not yet met the percentage established by the state for "educational environments". Steady incremental progress has been made. The number of students in regular class <40% has decreased to well below the state average showing the improvement for students who have such specialized or intensive needs improving access to the general education setting. This demonstrates the focused effort to move students from self-contained settings to programming within their home school. For students placed out of district, there is an emphasis on finding opportunities for students to begin a transition back to their home school in advance of a change of placement, participation in extracurricular activities and particpation in projects or community based instruction with their home school. Through online coursework, we can keep students placed out of district on track with course requirements and exposure to the general education curriculum as its presented at DTSD. The district has also invested heavily in promoting professional development for all staff including training around intensive programming designed to maximize student growth in academic skills to enable successful inclusion in the general education classroom. The addition of key personnel as outlined previously also provides the training to overcome barriers to successful inclusion such as behavioral or adaptive needs. Along with this training, the district hosts sessions annually around differentiated instruction and several staff members have participated in Include Me from the Start. Parent training has also been offered to share strategies with parents so that students receive consistent support both at home and school, thus growing their skills across multiple environments. We continue to offer training in the areas of co-teaching, diagnostic assessments, math and reading interventions, differentiated instruction and inclusion of students with complex needs.

The administrative leaders set the culture of educating students in the least restrictive environment. Through continued involvement in IEP meetings, supporting general educators and special educators in professional development, and ongoing emphasis on differentiated instruction and provision of supplementary supports and services, DTSD is able to offer effective programming for all students who require an IEP.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of

positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The district policy on Positive Behavior Support was revised in April 2015 and reflects the latest research based practices. The District has implemented district wide expectations and reinforcement of positive behavior where students are recognized for adhering to the COCOA principles (Community, Opportunity,Citizenship, Ownership, Academics). Additionally the elementary school has implemented CHAMPs and is currently partnering with the Intermediate Unit to assess and refine its current practices around school wide positive behavior support. The CHAMPS program is a classroom based individualized system that enables teachers to maximize learning time while promoting a healthy learning environment. These techniques address and support Conversation, Help, Activity, Movement and Participation.
A full time Board Certified Behavior Analyst has also been added as a team member as well as a full time social worker.
The district also participated in Safe Crisis Management (SCM) and now has 5 staff certified to provide annual training to key personnel. This program focuses on deescalation and crisis prevention as well as providing safe techniques should the restraint of students be necessary.
In the last three years, the district has offered over 40 trainings around the topic of behavior support including Motivating Students, Shape it up for PBS, Working with Challenging Behaviors, Firm it up for PBS, CHAMPs, Positive Behavior Management for Paraprofessionals Series, Changing Minds, Best Practices in Positive Behavioral Supports, Autism Behaviors, Best Practices in Social-Emotional Strategies, Social Skills for Secondary Students and others. The training is designed to support a variety of personnel and a variety of students.
The district has a Student Assistance Program (SAP) for intervention and referrals and also has contracted with a local agency to provide school based mental health services at all levels. DTSD special education professionals, general education professionals, and administrators work closely with local behavioral health agencies to coordinate treatment plans offered by behavioral health agencies in an effort to align to the student's individual education program (IEP) to ensure consistent, coordinated, and effective behavioral health programming.

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.

When students are inappropriately placed or in need of a change of placement, the district works directly with agencies to coordinate services including education. Records are kept to document communication between the district and existing agencies to ensure smooth and timely referrals and placements for students. The district has analyzed its existing program both internally and across the local consortium to offer the full continuum of supports, services and placement options.

The district utilizes its school social worker, psychologists, behavior analyst and school counselors to promote communication and partnership with outside agencies. By having effective and ongoing communication, necessary supports can be quickly assessed and implemented for students. District staff willingly participate in agency meetings and invite them to school meetings.

The district also provides feedback to agencies, the intermediate unit and local placements regarding needs and profiles of students that are hard to place. This ensures that these providers are also able to review their programming to meet the needs of students within the local community.

Additionally, the district participates in a consortium with other local districts. This allows us to work cooperatively across districts to provide a variety of program and placement options in the event of having low numbers to create separate programs. It also enables us to provide more district operated programs and rely less on center based programs.

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.

In an effort to increase the achievement of students with disabilities, the district has invested time, training and personnel into the process of collecting, analyzing and using data to make decisions about programming that will maximize the achievement of students with disabilities in the areas of reading and math. The district uses research based data collection tools and methods and groups of teachers, psychologists, coaches and related service providers meet at least three times per year to review the progress monitoring data to group and instruct students. These meetings have led to meaningful discussion about programs, materials and student needs that lead to achievement. Evidence of this will show in an increased return of students to a less restrictive environment, an increase in participation in the general education setting and more students being able to be exited from special education services. This demonstrates a commitment to not only providing services to students with disabilities but remediating and strengthening students' ability to independently access the general education curriculum. The district has also encouraged the use of annual diagnostic assessments and inventories to be able to provide an authentic comparison of student acquisition of skills from year to year. Currently this includes the Key Math Diagnostic Assessment and Informal Reading Inventory.

Another area that has been a district focus is transition, including independent living and employment skills. By creating a Living Lab at the high school, DTSD now has a fully equipped apartment giving students a place to work on skills that either enable them to eventually live fully independent from caretakers or increase the level of independence that they can have in the areas such as cleaning, food preparation, nutrition, budgeting, shopping and laundry. While in the Living

Lab, students also have to learn to work cooperatively, engage in healthy leisure skills and enjoy the social, emotional, physical and physiological benefits of engaging in positive leisure activities. Co-teaching continues to be a strategy used to enable us to provide a less restrictive environment in math (elementary level) and in both math and english (middle level) as well as in biology, math and english (high school level). A review of data showed greater gains across all students in the co-taught math classrooms at the elementary level. Ongoing training, monitoring and feedback to the co-teaching partners is being provided. An additional benefit of co-teaching is that special education teachers are exposed to the core curriculum and able to then use consistent language and teaching strategies in their small group instruction. When students are ready to return to the general education setting, they are already exposed to the vocabulary, style, etc of the core curriculum. Reaching out to parents and community continues to be an area that is emphasized. The district is now working with the neighboring school districts to be able to provide a variety of opportunities for parents to receive information about topics of interest to them. In the last 2 years, the district has offered the following topics: Promoting Self-Regulation and Resiliency, Educational Considerations of Students with Down Syndrome (Include Me From the Start), Interpreting Your Child's Progress Monitoring Results (Include Me From the Start), Understanding the IEP, Re-evaluation and NOREP (Include Me From the Start), What Every Parent Should Know About Transition, Technology Overview - Devices, Apps, and Websites, Secondary Education for Students with Disabilities, and Summer Camp Fair.

Two recent events had excellent response. One involved bringing in the Office of Disabilities from three local colleges to speak with parents and students about accessing services at the college level. In another, a number of local camps were brought together to give parents an opportunity to come to one location and learn about a variety of summer camp programs designed to support children with special needs. This event began during the early afternoon and went into the evening so that parents had flexible times to come and talk with local camp personnel. This event had the highest turnout rate to date.

Parent events also enabled the district to roll out a new website design to gain parent feedback and occasionally is offered Town Hall style so that parents have an opportunity to ask more general or more specific questions that may not otherwise be addressed in a training or would otherwise take time away from meetings.

Several teachers have also begun to operate classroom based businesses as a way to increase job skill training within the school setting. The middle school offers coffee and tea throughout the day and orders are taken by students, prepared and then delivered by students as well. Students also participate in a variety of other school based opportunities including working in the cafeteria, library, main office and doing service activities such as packaging materials, preparing kits and other items for service foundations. At the high school level, a full time position of transition coordinator has been added and the opportunities for students to receive on the job training or exposure to a variety of work settings and skills continues to grow. This includes the addition of a van specific to the department so that transportation does not become a barrier. The district has a full time job trainer and a number of transition assessment options to make authentic matches between student and area of both interest and skill.

There is also a position dedicated to increasing access to and understanding of assistive technology. This position is responsible for increased access to trial devices specific to AAC and voice output

devices giving students a voice. Every student who receives multiple disabilities support has experienced a systematic trialing of devices and been matched to one to increase participation and use of language. This has been featured in local news stories and garnered a foundation grant to allow the purchase of a high tech accessibility device. Having a dedicated person with the knowledge and expertise related to assistive technology has only strengthened student access to the general education curriculum and setting. The district has purchased both laptops and tablets to provide one device per no more than 3 students, a ratio that will continue to decrease each year. There is an internal site that houses all related AT documents including the SETT framework, information about trialing devices and how to access them as well as informational articles and links to deepen all staffs' understanding of asssistive technology.

Due to the higher than average number of students who qualify to receive services as a student with an autism spectrum disorder, the district has provided a vast array of internal and external training opportunities with some of the most renowned experts in the field including Temple Grandin, Michelle Garcia Winner and Jed Baker. Several district personnel have been working together to develop a social cognition scope and sequence of skills to provide a framework for teaching the skills students with autism need to develop or strengthen to improve social interactions, access to the general education setting and navigate socially and successfully both at home and school.

The district also has developed transition meetings where 5th grade students with IEPs and their families meet with 6th grade teachers to faciliatate meeting, communication and ensure as seamless a transition as possible between elementary and middle school. This is also done for students transitioning from 8th to 9th grade however the student is responsible for leading the meeting. This promotes self-advocacy and empowers students to both understand and explain their disability and how it impacts their learning and participation. It also provides families with a connection to the new special education teacher which builds the relationship that parents want with the school. Teachers from 5th and 8th grade participate in spring planning meetings to increase communication about student needs from building to building.

In the upcoming years, DTSD plans to expand and grow in the area of student led IEPs with a first step of working with students in their junior year and providing them with the support and framework to faciliate their own IEPs, including providing direct feedback on what they identify as areas of strength and need. In support of this initiative, students will also be taught and then expected to engage in monitoring and tracking their own progress, a practice that research has shown to strengthen student learning and motivation.

The last area the district has begun and will continue to develop is ensuring that a full continuum of services can be delivered to students within their home or, at the very least, a neighboring district as opposed to center based or other more restrictive options. The process started by taking a classroom through Transfer Between Entities and will continue through the early identification of students failing to make progress across areas other than math and reading (including behavioral and emotional) that often lead to the need for a more restrictive placement.

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
Allegheny Valley School	Nonresident	Derry Township School District	2
Vista Adult Services	Nonresident	The Vista School	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Reidenbaugh Elementary	Neighboring School Districts	Multiple Disabilities Support	1
NHS Autism School Harrisburg	Other	Autistic Support	1
The Vista School	Approved Private Schools	Autistic Support	6
Yellow Breeches Educational Center	Special Education Centers	Emotional Support	4
Hill Top Academy	Special Education Centers	Emotional and Autistic Support	4
Price School	Neighboring School Districts	Emotional Support	2
New Story	Special Education Centers	Emotional and Autistic Support	2
River Rock	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Early Childhood Center (LC)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1
DTSD/ Early Childhood Center (LC)	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	5	0.25

		are operated					

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Early Childhood Center (JL)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	5	0.25
DTSD/Earcly Childhood Center (JL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	5	0.1

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Primary Elementary School (TH)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 12	3	0.38
Justification: Based on students' IEP teams' decisions this class is appropriate and provides FAPE							
Derry Township School	An Elementary	A building in which	Supplemental (Less Than	Autistic	7 to	4	0.5

District/Hershey Primary Elementary School (TH)	School Building	General Education programs are operated	80% but More Than 20%)	Support	12		

Justification: Based on the students' IEP teams' decisions this class is appropriate and provides FAPE

Program Position #4 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: August 31, 2015

        Average square feet in regular classrooms: sq. ft.

        Square footage of this classroom: sq. ft. (feet long x feet wide)

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Primary Elementary School (BK)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 9	7	0.58
DTSD/Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	3	0.38

Program Position #5 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: August 31, 2015

        Average square feet in regular classrooms: sq. ft.

        Square footage of this classroom: sq. ft. (feet long x feet wide)

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Primary Elementary School (KMc)	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
		operated					
DTSD/Primary Elementary School (KMc)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.2

Justification: Caseload is within limits.

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Primary Elementary School (KD)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.5
DTSD/Primary Elementary School (KD)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	10	0.2

Program Position #7 - Proposed Program

Operator: Multiple Districts

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School	An Elementary	A building in which	Supplemental (Less Than	Life Skills	7 to 12	10	0.5

District/Hershey Intermediate Elementary School (LB)	School Building	General Education programs are operated	80% but More Than 20%)	Support			

Justification: Students are grouped and curriculum differentiated to meet the unique learning style of students needing life skills support.

Program Position #8 - Proposed Program
　　　　Operator: School District
　　　　PROPOSED PROGRAM INFORMATION
　　　　　　Type: Position
　　　　　　Implementation Date: August 31, 2015
　　　　　　Average square feet in regular classrooms: sq. ft.
　　　　　　Square footage of this classroom: sq. ft. (feet long x feet wide)
　　　　　　Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Intermediate Elementary School (AG)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
DTSD/Intermediate School (AG)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	10	0.2

Program Position #9 - Proposed Program
　　　　Operator: School District
　　　　PROPOSED PROGRAM INFORMATION
　　　　　　Type: Position
　　　　　　Implementation Date: August 31, 2015
　　　　　　Average square feet in regular classrooms: sq. ft.
　　　　　　Square footage of this classroom: sq. ft. (feet long x feet wide)
　　　　　　Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
　　　　PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Intermediate Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.1

(JH)		are operated					
Derry Township/Hershey Elementary School (JH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 11	6	0.5
Derry Township/Hershey Elementary School (JH)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	3	0.38

Program Position #10 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: August 31, 2015

            Average square feet in regular classrooms: sq. ft.

            Square footage of this classroom: sq. ft. (feet long x feet wide)

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Intermediate Elementary School (KT)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	15	0.75
Derry Township/Hershey Intermediate Elementary School (KT)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.1

Program Position #11 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: August 31, 2015

            Average square feet in regular classrooms: sq. ft.

            Square footage of this classroom: sq. ft. (feet long x feet wide)

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (MGB)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	8	0.4
Derry Township School District/Hershey Middle School (MGB)	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 15	2	0.13

Program Position #12 - Proposed Program

Operator: Multiple Districts

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (SMc)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Derry Township/Hershey Middle School (SMc)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	4	0.33

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (KW)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.25
Derry Township/Hershey Middle School (KW)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	5	0.1

Program Position #14 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (EM)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	5	0.25
Derry Township/Hershey Middle School (EM)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.2

Program Position #15 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE

		Type	Support	Support	Range		
Derry Township School District/Hershey Middle School (DL)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.6
Derry Township/Hershey Middle School (DL)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	5	0.1

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (RM)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	8	0.4
Derry Township School District/Hershey Middle School (RM)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	6	0.12

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (KE)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.5
Derry Township School District/Hershey Middle School (KE)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	5	0.1

Program Position #18 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
    Type: Position
    Implementation Date: August 31, 2015
    Average square feet in regular classrooms: sq. ft.
    Square footage of this classroom: sq. ft. (feet long x feet wide)
    Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (CM)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.5
Derry Township School District/Hershey Middle School (CM)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.2

Program Position #19 - Proposed Program
  Operator: Multiple Districts
  PROPOSED PROGRAM INFORMATION
    Type: Position
    Implementation Date: August 31, 2015
    Average square feet in regular classrooms: sq. ft.
    Square footage of this classroom: sq. ft. (feet long x feet wide)
    Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School	A Senior High	A building in which	Full-Time Special	Life Skills	15 to 21	2	0.13

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
District/Hershey High School (AK)	School Building	General Education programs are operated	Education Class	Support			
Justification: Based on the students' IEP teams' decisions this class is appropriate and provides FAPE							
Derry Township School District/Hershey High School (AK)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	4	0.2
Justification: Based on the students' IEP teams' decisions this class is appropriate and provides FAPE							

Program Position #20 - Proposed Program

Operator: Multiple Districts

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (AS)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	14 to 21	6	0.75
Justification: Based on students' IEP teams' decisions this class is appropriate and provides FAPE							

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (EW)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 20	3	0.38

Derry Township School District/Hershey High School (EW)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	5	0.25

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (MW)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.2
Derry Township School District/Hershey High School (MW)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (LK)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.25
Derry Township School	A Senior High	A building in which	Itinerant	Emotional Support	14 to 18	10	0.2

District/Hershey High School (LK)	School Building	General Education programs are operated					

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (LW)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Derry Township School District/Hershey High School (LW)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.2

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (JB)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	10	0.2
Justification: Based on the students' IEP teams' decisions this class is appropriate and students receive FAPE							
Derry Township School District/Hershey High School (JB)	A Senior High School	A building in which General Education	Itinerant	Autistic Support	14 to 19	6	0.5

Building	programs are operated						

Justification: Based on the students' IEP teams' decisions this class is appropriate and students receive FAPE

Program Position #26 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (KD)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	10	0.2
Justification: Based on the students' IEP teams' decisions this class is appropriate and students receive FAPE							
Derry Township School District/Hershey High School (KD)	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	3	0.15
Justification: Based on the students' IEP teams' decisions this class is appropriate and students receive FAPE							

Program Position #27 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Early Childhood Center (PY)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	30	0.46

Program Position #28 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: Position

  Implementation Date: August 31, 2015

  Average square feet in regular classrooms: sq. ft.

  Square footage of this classroom: sq. ft. (feet long x feet wide)

  Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Primary Elementary School (LH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	42	0.65

Program Position #29 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: Position

  Implementation Date: August 31, 2015

  Average square feet in regular classrooms: sq. ft.

  Square footage of this classroom: sq. ft. (feet long x feet wide)

  Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey Middle School (EH)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	23	0.35
Justification: Based on the students' IEP teams' decisions this class provides age appropriate groups and students receive FAPE							
Derry Township School District/Hershey Early Childhood Center (EH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	6	0.09

Program Position #30 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: Position

Implementation Date: August 31, 2015
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School District/Hershey High School (ER)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	21	0.32
Justification: Based on the students' IEP teams' decisions this class provides age appropriate groups and students receive FAPE							

Program Position #31 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* August 31, 2015
>>*Average square feet in regular classrooms:* sq. ft.
>>*Square footage of this classroom:* sq. ft. (feet long x feet wide)
>>*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
DTSD/Early Childhood Center (MK)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	4	0.5
DTSD/Early Childhood Center (MK)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5

Program Position #32 - Proposed Program
>*Operator:* Intermediate Unit
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* August 31, 2015
>>*Average square feet in regular classrooms:* sq. ft.
>>*Square footage of this classroom:* sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hershey Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02
Hershey High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.02

Program Position #33 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* July 1, 2016
> > *Average square feet in regular classrooms:* sq. ft.
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hershey Primary Elementary School (new)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	0.35

Program Position #34 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* August 31, 2015
> > *Average square feet in regular classrooms:* sq. ft.
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Derry Township School	A Senior High	A building in which	Supplemental (Less Than 80%	Learning Support	14 to 18	5	0.25

Location/Building							
District/Hershey High School (KyM)	School Building	General Education programs are operated	but More Than 20%)				
Derry Township School District/Hershey High School (KyM)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.2

Program Position #35 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hershey Intermediate Elementary School (MF)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	39	0.6

Program Position #36 - Proposed Program

> *Operator:* Intermediate Unit
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* August 31, 2015
>> *Average square feet in regular classrooms:* 450 sq. ft.
>> *Square footage of this classroom:* 100 sq. ft. (10 feet long x 10 feet wide)
>> *Explain any unchecked boxes for facilities questions:* Blind/Visually Impaired support provided in office space 1:1 with student or in existing special education and/or regular education setting.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hershey High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.02
Hershey Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 14	3	0.06

Hershey Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 11	4	0.08

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education Services	Multiple Buildings	1
School Psychologist	Hershey Early Childhood Center	0.5
School Psychologist	Multiple Buildings	2
Special Education Secretary	Derry Township District Office	1.5
Paraprofessionals	Multiple Buildings	50.5
Occupational Therapist	Multiple Buildings	2
School Psychologist Interns	Multiple Buildings	3
Secondary Transition Coordinator	Hershey High School	1
Assistive Technology Coordinator	Multiple Buildings	0.34
Social Work	District Wide	1
Special Education Consultant	Multiple Buildings	1.5
Behavior Specialist	Multiple Buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Audiology	Intermediate Unit	30 Hours
Personal Care Aide (Full-Time)	Intermediate Unit	180 Days
Physical Therapy	Intermediate Unit	250 Hours
Pre-Vocational Support	Intermediate Unit	234 Hours
Dauphin County Technical School	Area Vocational Technical Schools	5 Days

District Level Plan

Special Education Personnel Development

Autism

| Description | Continue to grow and expand competency and understanding of all staff regarding the unique needs of students on the autism spectrum. Each new staff member has had the opportunity to receive professional development from top professionals in the field along with highly trained Board Certified Behavior Analyst and Special Education Consultants experienced with students with autism.

Ongoing training will include paraprofessionals and general education staff to strengthen the placement of students with autism in the general education setting. Further professional development will also include special education teachers who are new to teaching or have limited experience with students with autism so that resources can be used efficiently.

The district has demonstrated its commitment to students with autism by taking back, through Transfer Between Entities, an autistic support class for students with significant needs.

The district has sent and will continue to send staff to the Verbal Behavior training series through Pattan.

Existing staff, already trained extensively in Verbal Behavior and Applied Behavior Analysis, will provide ongoing training and support at the culmination of formal staff training through Pattan. |
|---|---|
| **Person Responsible** | Director of Special Education |
| **Start Date** | 7/1/2016 |
| **End Date** | 6/30/2019 |
| **Program Area(s)** | Professional Education, Teacher Induction, Special Education, Educational Technology |

Professional Development Details

Hours Per Session	6.0
# of Sessions	3

# of Participants Per Session	8
Provider	Pattan
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Strategies to increase the communication and skills of students who are non-verbal or have limited verbal skills.
Research & Best Practices Base	Based on the work of B.F. Skinner and Applied Behavior Analysis and Pattan Autism Initiative.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Online-Synchronous Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional

	Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

Behavior Support

Description	Build capacity in professional and paraprofessional staff to: a) promote district-wide school safety with a focus on district-wide and building-wide COCOA principles; b) Classroom management training and linkages to positive behavioral intervention core knowledge and positive behavioral health awareness/collaboration provided in general education classrooms; c) effective delivery of individual/differentiated behavioral intervention plans to address complex student needs across K-12 resulting in positive school climate.

	Evidence: A reduction in incident/accident reports (restraint reported to RISC) in all educational environments; increase in professional and paraprofessional implementation of behavioral intervention delivery with fidelity; and an increase in DTSD LRE %s (LRE placements) to ensure maximum access to general education. Annual and periodic training refresshers for de-escalation techniques. Professional professional plan includes de-escalation as element of training in a, b,& c as listed above.
Person Responsible	Director of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	25
Provider	certified trainers with expertise; board certified behavior analysts
Provider Type	school professionals and IU in collaboration and via ongoing PLCs
PDE Approved	Yes
Knowledge Gain	Application of applied behavioral analysis basic techniques and science. Safe Crises Management (SCM) program for addressing safe schools and restraints when needed.
Research & Best Practices Base	In situ guided practice via guidance by certified staff delivered in the classroom as follow-up to SCM 2 day training. Behavioral intervention video tracking to identify fidelity of behavioral intervention delivery. Informs behavioral plan adjustments that may be indicated based on data analysis for effective individual student behavioral interventions. On-going review of student behavioral plans and linkages to classroom management systems which are aligned with building and district-wide positive or proactive behavioral supports and services.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Online-Asynchronous Professional Learning Communities
Participant Roles	Classroom teachers School counselors Paraprofessional 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 and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring video analysis; data analysis and review of classroom procedures

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data data collected via behavioral observation and review of data

Paraprofessional

Description	Expand paraprofessional capacity in the following content areas: ABA principles, anxiety in students, supporting in the general education setting, building student independence, executive function.
Person Responsible	Director of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	25
# of Participants Per Session	50
Provider	Special Education Staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Increased competency among paraprofessional staff in supporting students and building independence.
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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Online-Synchronous Online-Asynchronous
Participant Roles	Classroom teachers Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	Special Education staff will be trained in the LETRS program to strengthen understanding of the foundation of reading instruction. All modules will be delivered over the course of the upcoming years. In additon to the LETRS

	training, ongoing opportunities related to diagnostic reading assessment, fidelity of interventions, data review and refresher trainer related to the implementation of research based programs will occur. It is a priority of the district to have 100% of special education teachers extensively trained to assess and remediate reading based disabilities.
Person Responsible	Director of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	30
Provider	District, Pattan, Intermediate Unit, curriculum specialists.
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	The building blocks and strategies of assessing, remediating and analyzing reading instruction and acquisition.
Research & Best Practices Base	The work of Louisa Moats and Pattan initiative.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities Data review
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	Increase depth and breadth of services and activiites outlined within the IEPs

	to enable students to meet their transition goals. Annual interviews of student leavers and one year surveys to determine if students are following and achieving goals.
Person Responsible	Transition Coordinator and Director of Special Education
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	20
Provider	Transition Coordinator
Provider Type	Intermediate Unit and District
PDE Approved	Yes
Knowledge Gain	DTSD professional staff and paraprofessionals will gain knowledge in secondary assessments leading to design of instructional programming and identification meaningful services and activities that are oriented to student transition goals. These efforts will target all three areas of secondary transition (Post Secondary, Employment and Independent Living).
Research & Best Practices Base	Per State Performance Plan Indicator 13 guidelines
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data

	to inform decision-making.
	        Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	        Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities review of student portfolios, survey results
Evaluation Methods	Classroom student assessment data Portfolio survey results

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).

Affirmed by Brian Shiflett on 4/28/2016

Board President

Affirmed by Joseph McFarland on 4/28/2016

Superintendent/Chief Executive Officer