Lancaster SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

1020 Lehigh Ave
Lancaster, PA 17602-2452
717-291-6121
Superintendent: Damaris Rau
Director of Special Education: John Moslander

Planning Committee

Name	Role
Christopher Keeler	Administrator : Special Education
Erik Kirchner	Ed Specialist - School Psychologist : Special Education
Jaclyn Bloch	Elementary School Teacher - Special Education : Special Education
Kelly Grove	Elementary School Teacher - Special Education : Special Education
Allison Mummert	High School Teacher - Special Education : Professional Education Special Education
Kristen Houtz	Middle School Teacher - Special Education : Special Education
Beth Campagna	Special Education Director/Specialist : Special Education
Stephanie Milazzo	Special Education Director/Specialist : Special Education
John Moslander	Special Education Director/Specialist : Special Education
Jessica Sherman	Student Curriculum Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1934

Identification Method

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

The School District of Lancaster uses the discrepancy model for identifying students with specific learning disabilities. Students at all levels are referred for a special education evaluation after receiving intensive academic support services. The data collected by the child's team is an integral part of the consideration for specific learning disability along with the evaluation measures and input from the school psychologist. Data gathered through multi-tiered systems of support including universal screening, progress monitoring, formal and informal formative assessments, and other documentation are used in making these eligibility decisions. At this time, the discrepancy model is primarily used in making the SLD determination for students.

Enrollment

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

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

The data for Enrollment Differences is based upon 2016-2017 school year as reported through Child Count and available on the Special Education Data Report. Enrollment Differences evaluate disproportionate representation of students based upon race/ethnicity and disability category. The School District of Lancaster appears to be disproportionate in the following areas: identification of Hispanic children receiving special education services (4.4%), students identified as having a Speech or Language Impairment (6.0%) and Intellectual Disabilities (3.4%) all of which are above the state and/or local average. We attribute some of these enrollment differences to the transient population of students that are identified out of state and/or within neighboring districts who relocate and enroll within our district boundaries. Additionally, the increase in the enrollment difference within the area of Speech and Language may also be attributed to the decrease in the percentage of other

disability categories including SLD, OHI and ED especially at a young age. Based upon an eligiblity determination of Speech and/or Language Impairment, the district is able to provide intensive supports to students early in their schooling in order to address all of the needs presented by the student under the Speech and Language disability category. This may result in decreased referrals for evaluation under other disability categories.

In order to address these enrollment differences, the district has a pre-referral process in each site which is based upon a mult-tiered system of support tailored to the unique needs of students. Interventions are used to provide increased or intensive supports to struggling students prior to making a referral for special education evaluations. In order to address the difference in students identified as speech and language impaired, the district will establish a set of evaluation guidelines to ensure that all speech therapists are utilizing the same criteria to determine student eligiblity. Additionally, the district will work closely with English Learner Department to provide specific training to staff on cultural differences. Lastly, the district is looking to develop a mechanism to track students internally who are identified as Speech and/or Language or Intellectual Disability.

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?

For students living in 1306 facilities within SDoL boundaries, we follow the same process as our resident district. Students enroll in our district and we request records from their previous educational institution. We meet as an Individualized Education Planning team to discuss the current IEP from the previous school. The team determines the most appropriate services to meet the student's needs, make any necessary revisions to the current IEP, and issue a NOREP to initiate district services. The majority of the students attend programs offered within our schools. If students reside within the Youth Intervention Center - Shelter, and they are deemed to be a flight risk, educational programming and services are provided at the shelter. If students do not pose a flight risk we provide transportation from the shelter to our programs in order to ensure that the student's educational needs are being met.

The SDoL follows the guiding questions for all IEP meetings to ensure that students are educated in the least restrictive environment regardless of whether they are residents of the district or 1306 students.

Some barriers to meeting the obligations under Section 1306 is the crossing of county boundaries and limited funding. We provide all students attending our schools the most appropriate education, however, reimbursement for 1306 students is not at 100% and reimbursement is often delayed to the detriment of our tax base.

A second barrier is the educational guardian. Students often have been through many systems and the parent or guardian with educational rights is not always clear. At times, we need to

communicate via attorney ad litems' who are not present at the meetings or we have to try to locate parents that are many counties away. As a result, we have seen an increase in the need for appointing educational surrogates.

The recent influx of refugee and students from Puerto Rico has significantly impacted establishing student residency, as well as meeting the needs of students and maintaining compliance to the special education process. The district has established a set of procedures for determining the services that a student receives even if the special education records and/or documents are not readily available upon enrollment to the district.

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 School District of Lancaster provides educational services to students at the Lancaster County Prison and Youth Intervention Center. The supervision of the program and staff is a joint responsibility of the Supervisor of Special Education and the Director of Student Services.

Prison Procedures

The prison teacher receives weekly lists of students that enter the prison. It is his/her responsibility to survey each student to see if they would like to participate in schooling. The students under the age of 17 are required to attend class. Records are requested from the state for out of district students and from the district for SDoL students. If no records are available, then the district begins the re-evaluation process. If a student is in isolation, the teacher provides services within the cell. The teacher provides instruction in all academic areas.

Youth Intervention Procedures

When a student enters the Youth Intervention Center, the district requests records from the student's home school immediately. If the school district of residence indicates that the student receives special education services, the district acquires the documentation. SDoL provides the services to the students. The district has a speech/language pathologist assigned there as well as other related service providers. Additionally, there are Paraeducators assigned to these programs to support the students.

In both programs, if a student is suspected of needing special education services and has not been evaluated yet, the same procedures occur within the placement as it does for the school based students. Permission is secured, a multidisciplinary evaluation is completed, and eligibility is determined. Services are initiated if students are deemed eligible.

A barrier to accessing services is the mobility of the students in the Youth Intervention Center. The average stay is three days. Many times, by the time SDoL has communicated with the home district or residence and receives the paperwork, the student has left the center. It is also challenging to provide a variety of services within the confines and jurisdiction of the court placement system.

These procedures are reviewed and revised annually.

Least Restrictive Environment

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

1. The School District of Lancaster uses the Pennsylvania Department of Education's Academic Standards to drive instruction at all levels. Given modifications and specially designed instruction, this focus provides all students with greater access to the general education curriculum. Moreover, it facilitates the inclusion of students within general education and for students with disabilities from special education services to transition smoothly to the least restrictive environment. The Exceptional Student Specialist (ESS) and the Case Manager work in collaboration to ensure that students with disabilities are provided the same educational opportunities and access that all students without disabilities are provided. Special Education Coordinators support the efforts of principals and teachers to provide services to students with disabilities within the general education environment. This collaboration results in many students with disabilities being successfully integrated into the general education setting alongside their non-disabled peers. Instruction is designed from the PA Core Standards for replacement classes. This allows the general education teachers and the special education teachers to collaborate and provide educational opportunities that are Core aligned and prepare all students for the Pennsylvania State Standards Aligned Assessment and Keystone Exams. Students have access to an array of supplementary aids and services as determined by the IEP team to support their progress and involvement in the general education class. Supplemental Aids and Services are included in the list below which is a sampling and should not be considered an exhaustive list:
1. Use of assistive technology such as IPAD and Smartboards
2. Use of augmentative communication systems
3. Use of Braille or enlarged print
4. Modification of curriculum
5. Modified midterms and finals
6. Instructional process changes such as oral assessments or reading tests allowed
7. Use of support teacher in the room to provide additional instruction
8. Co-planning time for instructional design

9. Personal Care assistance

10. Social Skills Instruction

11. Executive Functioning instruction and support

12. Preteaching of vocabulary and content

13. Highlighting essential information

14. Graphic Organizers

15. Adapted physical education curriculum

16. Adapted seating

17. Preferential Seating

18. Adjustable desks

19. Sensory Fidgets

20. Weighted Vests

21. Counseling Supports

22. Social Skills groups/instruction

23. Skyping for our students not cleared by physicians to attend school

Before a more restrictive environment is considered, the IEP is reviewed to determine if a revision will facilitate improved results. If the revision is insufficient, a reevaluation is completed. The Special Education Coordinators and Exceptional Student Specialists work with staff during the IEP review and reevaluation to ensure success.

SDoL has reduced out of district referrals significantly over the past two years by offering more programs within district. The only referrals to outside of district have been due to students having significant emotional and aggressive needs. These students pose a danger to themselves and others if not receiving intensive social, emotional and behavioral supports. This decision is made after all other least restrictive options have been considered or attempted without success.

2. Plans to address the identified needs to ensure that students with disabilities are educated with non-disabled peers are described below:

- Implementation of School-Wide Positive Behavior Intervention and Supports within several school sites throughout the district. To support this initiative School and Family Resource Specialists (SFRS) as well as Behavior Specialists have been implemented to address the increasing mental health and behavioral needs of students across the district.

- Extensive professional development on the topic of inclusive practices and for students with significant disabilities will continue to be provided for administrators, regular education and special education staff as well as Paraeducators throughout the school district. Professional development on classroom management and instructional practices for general education teachers allow implementation of a wide array of practices that minimize loss of instructional time and systemically influences best practices rooted in research on behavioral supports to ensure engaging and meaningful instruction of all students. Additionally, our professional development repertoire has a specific focus on LRE for all low incidence programs.

- The district provides programming and service delivery options for students within Autistic Support Classrooms and Multiple Disabilities Support Classrooms (K - 21) in order to reduce the number of transitions that these students experience throughout their schooling.

- An autistic support team of experts designed to address the unique needs of students with autism has been established within the district.

- The district has added two Itinerant Autistic Support teachers in order to provide students with autism a continuum of services.

- Special Education Coordinators and Exceptional Student Specialists will provide consultation to general education and special education staff in regard to Least Restrictive Environment and the use of Supplementary Aids and Services (SAS) toolkit. The ESS works closely with classroom teachers to monitor barriers to instruction such as behavior or complex needs. They provide recommendations and consultation, enhancing the opportunity for success.

- The district has implemented an adapted Girls on the Run program called Girls on the Run Empowered.

- Continue to consult with IU TaC teams for further ideas to include students with significant disabilities in the general education curriculum and setting.

- Active involvement of parents as members of decision-making teams at the site level will increase through parent trainings and district-wide PTO initiatives. There is a consistent presence of special education topics at Parent Academies during the fall and spring sessions each year.

- The district continues to implement best practices and educational strategies developed through the Include Me from the Start Initiative through the Arc of Lancaster County and Project MAX through PaTTAN to improve the LRE practices for our students with more complex needs.

- The Adapted Physical Education department is facilitating track and field participation with general education students through the formal Interscholastic Unified Sports Program.

- The district has blended programming for students in Cyber and Center-Based programs so that they continue to have access to the general education curriculum within their neighborhood schools.

- The School District has partnered with the IU 13 Training and Assistance Team as well as other members of the medical community to support students with Traumatic Brain Injury to fully acquire LRE.

- The School District of Lancaster continues to operate a Multiple Disabilities Classroom in a Pediatric Facility within the city. This facility has partnered with various schools and programs to bring students into the facility as peers and volunteers. Substantial growth has been made in order to provide students access to their education in a regular school building.

- Students receiving special education programming are offered opportunities within their school buildings and the community as noted: LSS/ES/AS/MDS participate in the Intermediate Unit's Winter and Spring Bazaar; LSS/AS/MDS popcorn cart at Middle and High School in the regular cafeteria; AS students in school store at the HS level; AS/ES/LSS coffee cart at Middle and High School Level; Focused participation in content instruction for ES and LS/AS at the elementary level.

- Community participation is a focus of our special education programming as evidenced by our Lancaster Living Apartment Program. A social skills group has been developed for high functioning students with Autism to facilitate the application of communication skills within the community setting. Job trainers are working with all populations at the high school level.

- Life Skills Support classes at all levels engage in community based field trips to local educational and recreational sites.

- Our Emotional Support classes have the opportunity to earn monthly incentives based on their classroom behavior plan. A behavior specialist with focused support to our emotional support programs is working to design and build consistency in behavioral interventions across all levels.

- Special Education Leadership and instructional staff actively participate and implement district level instructional initiatives including Learning Sciences International (LSI), Middle Years Baccalaureate (MYB) and American Reading Company (ARC).

- The School District has developed a partnership with local post-secondary institutions and employers to provide college and career pathways for students with special needs.

- Students at the elementary, middle and high school level (all exceptionalities and levels of special education programming) are provided opportunities to be fully included in various initiatives including field trips, field day, morning meetings, guidance activities/programs, and general education content inclusion per a child's IEP.

- Co-teaching is promoted between general and special education teachers, and the building Exceptional Student Specialist and Instructional Coach. Building administration consistently reviews and revises the building instructional schedule to include common planning and collaboration time for co-teaching teams. In addition, building administration and the leadership team provide professional development on the use of technology (i.e., iPads, laptop computers, educational websites, SmartBoards, ELMO projectors, etc.) and instructional strategies which enable teachers to further differentiate instruction in order to promote skills and engage all students in learning activities.

3. The SPP targets reflect that the district is above the state average for students educated in a more restrictive setting. This is a direct relationship to our literacy initiative providing direct research based reading instruction to all students in need. Due to the schedule, providing two classes of direct instruction in reading and/or math require the students to be educated in the 20-80% range of services. The district examines every opportunity to have students educated with their non-disabled peers, however, is unwilling to compromise the instructional integrity of the programs to ensure best results for our students with the need to improve their reading skills through targeted intensive instruction. We anticipate in time, this trend will shift as students no longer need the services. The district is currently updating the literacy initiative and its impact upon LRE.

Behavior Support Services

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

Summary of District Behavioral Support Policy

The Individualized Education Program (IEP) of each student who exhibits behaviors which interfere with his/her ability to learn or with the learning of others must include provisions for positive behavior support. The purpose of this policy is to establish direction for formulating behavior support plans for eligible students with disabilities. Behavior support programs and techniques used with students with disabilities should be varied and individually designed to promote the development and maintenance of skills that will enable students to receive a free and appropriate public education (FAPE). Positive rather than negative measures shall form the basis of the district's behavior support programs. District personnel shall work collaboratively with parents/guardians and other support personnel to provide appropriate behavioral supports for eligible students with disabilities who exhibit behaviors that interfere with the student's ability to learn or the learning of others. Behavior support programs shall include a variety of techniques to develop and maintain skills that will enhance opportunities for learning and self-fulfillment. The methods of intervention chosen for a particular student shall be the least intrusive necessary. Aversive techniques, restraints or discipline procedures shall not be used as a substitute for a positive behavior support plan. For any student with a disability who has a positive behavior support plan, upon notification to a local police department that a student with a disability has committed an infraction listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act, the district shall act in accordance with its positive behavior support program. For any student with a disability who does not have a positive behavior support plan, upon notification to a local police department that a student with a disability has committed an incident listed in section 1303-A(b)(4.1) or (4.2) of the Safe Schools Act, the district shall convene the student's IEP team. At this meeting, the IEP team shall consider whether a positive behavior support plan should be developed to address the student's behavior.

Behavior Specialists

The School District of Lancaster has restructured our two existing behavior specialist positions and added a third position to support our special education programs across the district.
<u>Autistic Support Behavior Specialist</u>

The Behavior Specialist for the Autistic Support programs functions as a consultant for teachers and building staff on a consistent basis. A focus is on developing programming respective to students' developmental levels, as well as assisting and monitoring best practices for managing the classroom environment in regards to behavior reduction strategies and behavior acquisition strategies. The primary focus of this position is to support the Autistic Support Teams across all educational levels in the district. Support is provided on protocols for managing the classroom environment, the classroom schedule and programming for individual students with progress monitoring. During

consultation visits, data are collected to monitor the implementation of various teaching protocols in the classroom. These data are then reviewed with the teams, and fidelity checks are completed to monitor that the teaching procedures were implemented appropriately. Following the consult visits, the consultant will document observations with specific data, along with recommendations from observations. The consultant will follow up with the team members on the implementation of these recommendations.

The Behavior Specialist for Autistic Support conducts monthly trainings with the Autistic Support Teams as a whole. Trainings are conducted to be interactive, and incorporate role playing scenarios as well as opportunities to learn protocols and strategies to fluency.

Emotional Support Behavior Specialist - District

The Behavior Specialist for the Emotional Support programs will function as a support/consultant for teachers and building staff as well as provide crisis intervention when needed. The Behavior Specialist will consult on a consistent basis with assigned Emotional Support Teachers to develop and monitor programming for classroom management, organization and positive behavior supports. In addition, the Behavior Specialist will consult on cases involving students who are not identified in order to provide proactive recommendations/supports.

The Behavior Specialist's role has a two prong approach for delivery of supports and services. The primary focus is to support the Emotional Support teams at the Elementary and Middle School level (4 elementary classes and 4 middle school classes). Support has been provided first with an overall classroom review checklist of environment, behavior management systems and crisis intervention methods for all classrooms. Following the checklist, key priorities were identified as a starting point for services (i.e. behavior management systems, behavior point sheets, social skills instruction). The next initiative for Emotional Support classrooms will be implementing behavior response models in the form of a visual resource for teachers/staff/administration. The behavior response models will serve as a reference tool to implement CPI strategies on a daily basis and communication for all staff entering the classroom to intervene/support students.

The secondary focus is to provide consultation to staff regarding the various needs of students within the general education setting. Initial meetings are scheduled with associated staff and the behavior specialist to review general background information, potential interventions and identify level of support and services required of the Behavior Specialist. Supports and services have included the following: consultation only, consultation/observation/recommendation, consultation/observation/intervention, individual informal FBA, individual formal FBA and classroom intervention.

The Behavior Specialist for the Emotional Support programs provides monthly trainings to staff in regards to positive behavior supports, behavior management strategies and effective de-escalation strategies. The trainings provided are interactive and focus upon the needs observed within our buildings.

Emotional Support Behavior Specialist - Developing Academic and Social Health (DASH) Program

The Behavior Specialist for the Emotional Support Program at DASH functions as a support/consultant for all staff and students related to school wide positive behavior support, behavior plans and progress monitoring. The Behavior Specialist assists staff in defining and measuring behavior, teaching replacement behaviors, implementing strategies for weakening undesirable behaviors as well as identifying antecedents to student behavior. This role works with individual teachers, small groups of teachers and/or the entire staff at DASH on issues such as crisis intervention, learning and collaboration issues and factors that affect development and implementation of interventions. The use of ongoing assessments and data collection is required of this position in order to document and maintain a record of student progress. Modeling effective research based strategies as well as social skills instruction for new staff is also a vital requirement of this position.

The Behavior Specialist for the emotional support program at DASH provides onsite trainings to staff on a daily, weekly and monthly basis related to the development of Functional Behavior Assessments, Individual Behavior Plans, and specialized contracts. These trainings are often interactive and focused upon the needs of students attending the program.

Social Workers

The School District of Lancaster has three Special Education Social Workers who are dedicated to supporting students at the Elementary, Middle and High School who are receiving Special Education Services, this includes students who are receiving services with Multiple Disabilities, Autistic Support, Emotional Support and Learning Support.

The Special Education Social Workers provide support to the school, specific classrooms based upon need, individual counseling to students as needed, completes individual student assessments and makes recommendations for services and referrals to community agencies, acts as a liaison between the district, students and community agencies to ensure students' needs are being met, meets with families and provides support as needed, connects families with community agencies and various resources.

The school social workers also respond in crisis situations and offer assistance and support ensuring the collaboration of services in an expeditious manner. They also assist with deescalating students, facilitating conversation between individuals and the local police department/crisis intervention workers, mental health facilities, counseling agencies, supporting families in making difficult decisions about how to best help their children and with the admission process at local emergency rooms in order to make the process go smoothly and ensure that all pertinent information is communicated clearly and in a timely manner.

Interagency Connections

The School District of Lancaster's special education team work collaboratively with various agencies and families daily. If our families do not have services, then we help to facilitate access to the appropriate agencies and or services.

School Wide Positive Behavior Intervention and Supports

Several sites within the School District of Lancaster have begun to implement School-Wide Positive Behavior Support (SWPBS) which is based on a three-tiered model of prevention and intervention aimed at creating safe and effective schools. Emphasis is placed on teaching and reinforcing important social skills and data-based problem-solving to address existing behavior concerns. Additionally, it is utilized to systematically teach and reinforce positive behaviors to students and provide additional support to those students who may require further instruction in the areas of social, emotional and behavioral development and support based upon their individual performance in school. The district has hired an administrator (Lead Intervention Specialist) and the special education team works collaboratively with all initiatives from this department.

Bullying Prevention

There are various bullying prevention programs implemented within buildings throughout the district such as "The Olweus Program". The special education teams work collaboratively with all other staff in buildings where these programs are present.

School Based Behavioral Health

The district also offers school-based behavioral health services in each of the schools. This service is available to all students and their families. Additionally, counselors, psychologists, and three social workers offer support to individuals and small groups of students.

Nonviolent Physical Crisis InterventionTraining

Within the district, four individuals have been trained to provide staff with professional development opportunities in verbal de-escalation strategies through the use of Nonviolent Physical Crisis Intervention through the Crisis Prevention Institute (CPI). The district is providing increased training opportunities to district staff to become certified in these strategies.

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.

The School District of Lancaster has noticed a rise in the intensity level of students behavioral health needs. After assessing the severity of these needs, the school district work is working in partnership with family agencies and other community resources to find a least restrictive environment in order to fully support the needs of our students. This has resulted in a slight increase in private placement outside of the local district.

The district participates on the County CASSP Committee to help develop county programs to support students with Mental Health needs. This collaboration has allowed SDOL to voice needs and concerns with current community options.

The School District of Lancaster also contracts with New Story Licensed Private School and other local providers to serve our students with intensive behavioral support related to Autism Spectrum Disorder and Emotional Disturbance. The collaboration between New Story, local providers and SDOL has helped to support students demonstrate significant behavioral and emotional progress. SDoL has experienced success with transition planning when students are prepared to transition back to a Less Restrictive Environment.

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.

Exceptional Student Specialist

A position of strength in the School District of Lancaster is the Exceptional Student Specialist. These positions were created to provide more intensified special education supports directly to the buildings. Each building has a .5 or a 1.0 Exceptional Student Specialists whose role is to maintain compliance, make educational recommendations, design/provide programming decisions, recommend placement decisions, and serve as LEA for IEP meetings. These positions have strengthened our ability to provide direct special education expertise to building principals and staff. They are considered a part of building leadership and ensure special education is considered in all decisions. The ESS position builds a bridge between special education and general education facilitating conversations and best practices. They provide curricular supports as well as day to day classroom supports for specially designed instruction and classroom management. General Education teachers report "their leadership has helped with the development of curricular assessments, general education classroom design, and other significant resources that benefit the students with disabilities and the classroom as a whole".

Behavior Specialists

The Behavior Specialist positions were created to provide intensified supports to students and staff in each of the programs that they have been assigned to. A Behavior Specialist position has been assigned to assist our students and staff in the Autistic Support, Emotional Support and DASH programs. These positions provide continuous support to the overall educational environment by providing ongoing behavior intervention strategies for all students across all educational settings.

Special Education Social Workers

The SDOL has three special education social workers which has improved our ability to connect parents to agency supports, provide more consistent communication to our parents, and provide training to our staff. The social worker has also enhanced our ability to provide individual and small group social skills instruction to our students, as well as training to our staff.

Parent Academy

The SDOL provides two Parent Academies sessions each year. These academies consist of parent trainings on a variety of topics including an Overview of Special Education services and Programs, Specially Designed Instruction, Interventions, Agency Connections, GIfted and Parenting Strategies.

Autism Parent Newsletter

The behavior specialist and the special education teachers collaboratively develop a monthly parent newsletter. The focus of this newsletter is to teach parents the skills and methodologies being implemented in the verbal behavior classroom for implementation in the home setting.

Professional Development

The School District of Lancaster offers a variety of job-specific professional development opportunities for all of our specialists including Adapted Physical Education Teachers, Speech Therapists, Psychologists, and Teachers of our Low Incidence Populations, Social Workers and Personal Care Paraprofessional staff. The School District of Lancaster utilizes resident experts and works collaborative with Lancaster Lebanon IU13's Training and Consultation team to provide customized trainings to meet the needs of our staff. These sessions are offered every second Wednesday of the month. Additionally, the district provides two full days of professional development to instructional staff annually. A wide variety of professional development opportunities are offered on these days. The topics include Verbal Behavior, Increasing Rigorous Instruction, Restorative Practices, Language Difference Versus Disorders, Writing Effective Special Education Documents, Poverty/Trauma and Apraxia of Speech. We also offer monthly trainings to our Personal Care Paraprofessionals. The topics align with their particular population of service and/or personal needs. We offer literacy and math supports, community agency supports, Nonviolent Physical Crisis Intervention, CPR, Autism training, Multiple Disabilities trainings, and Youth Mental Health First Aid. These individuals receive over 20 hours of mandated professional development a year offered by Intermediate Unit 13 staff, district staff, and community agency participation.

Special Education Fellowship

For the 2017-2018 school year, the SDOL has had the privilege of having one of their coordinators participate the PA Special Education Leadership Fellowship. This has proven to be an excellent opportunity to bring best practices back to the district.

Girls on the Run Team with Empowered

This is a continuation of an initiative that SDoL had begun along with the National Girls on the Run Campaign. We have had many students with disabilities participate in our extra-curricular activities. We have had a few students with complex needs participate in the Girls on the Run program and are working to continue to expand the program. The district is also partnering with Girls on the Run to further develop their ability to have students with disabilities participate effectively.

Aquatics Program

The School District of Lancaster offers an aquatics program to students receiving special education services within the district. The program focuses on water education, developing water safety skills and swimming skills. Group swim lessons and individual exercise time provides an emphasis on strengths and the unique attributes of each swimmer. The aquatics program is offered to each population of students in four sessions throughout the course of the year.

HACC - Bridges Program

The School District of Lancaster has forged a partnership with Harrisburg Area Community College to create a "dual enrollment" opportunity which provides students with disabilities access to college courses while completing their high school programs.

Secondary Community Social Skills Program

High school students with autism are given the opportunity to practice communication and social skills in a variety of community settings. These social skills can be practiced in a recreational or daily living setting.

Lancaster Living

School District of Lancaster offers an apartment program which serves students from ages 18-21 who require instruction in daily living skills within a real world setting. The apartment program provides students an opportunity to generalize taught skills in a setting that replicates post high school life. The skills developed include cooking, making appointments, arranging transportation to and from jobs, laundry, and other everyday living skills.

Emotional Support Program Enhancements

DASH (Developing Academic and Social Health)

The DASH program has been in operation since January of 2008. Dash is a district-operated full time emotional support program based in the community to serve students with significant behavioral

and emotional disorders. Currently, Dash is operating four high school classes, two middle school classrooms, and three elementary classrooms.

The purpose of the DASH program is to provide intensified support to students who have not been successful with support in the regular school setting The goal of the program is to model and teach students with emotional needs the pro-social end self-regulation strategies necessary to transition to a less restrictive setting and to ultimately become college or career ready. The students have access to the same curriculum used throughout the district with supplemental materials to meet their individual IEP needs. A reading intervention teacher has been added in response to the students' academic needs.

DASH operates a school-wide positive behavior support program in addition to the individual positive behavior support plans incorporated in the students' IEPs. The students at DASH have access to counseling services through an outside agency and all of the students have music therapy in their classrooms once a week.   The middle and high school classrooms have access to job training services. The high school classes have also participated in work crews and interview workshops. In addition, the program has developed a relationship with community partners (Benchmark and YMCA) to provide pro-social leisure skill instruction for secondary students.

All DASH students participate in morning group meetings and Wellness Works (Kinder Associates), and all DASH employees are CPI trained.

Kinder Associates

Kinder Associates is a Mindful Education program that is used in all of our emotional support classes, autistic support classes, life skills support classes and some learning support classes. They teach self-regulation behaviors through relaxation and education of mind functions. Students participate in weekly mindful sessions to learn breathing techniques and alternatives to acting in anger. This provides lifelong strategies to self-regulate behaviors. General Education teachers can apply the same principles of this training into their classes to support student learning styles through their lesson planning. It becomes a resource or strategy within their tool box to use when necessary and appropriate.

School-Based Behavioral Health Services

The School District of Lancaster offers School Based Behavioral Health Services across the district through partnerships with five local mental health providers and the County Mental Health/Mental Retardation Office. Services are available, on-site at school for any student, in the form of individual, group, and family therapy sessions throughout the school year and summer. The district leverages funds with mental health partners to offset the cost of services for students who are under or non-insured, to ensure that all students can receive services if necessary.

Autism Initiatives

The School District of Lancaster has been partnered with PaTTAN in the Verbal Behavior Project. PaTTAN

has been instrumental in supplying high level of support to our classes and we have experienced high levels of success for our students. We have provided training to our staff and buildings. We use our teachers to provide training to our general education teachers which builds capacity from within.

Transition Initiatives

Within the Transition to Work program, the district operates its own School to Work (STW) program. Students in the program receive intensified instruction related to the world of work. The School to Work program connects instruction to the students' transition path of work after high school through instructional tools including (but not limited to) Life-Centered Career Education Curriculum (LCCE), the Practical Assessment Exploration System (PAES), Functional Academics (with a focus on reading in the community and workplace and money management), Daily Living Skills, and intensive job training services. LCCE provides instruction in areas to enhance independent living, personal-social skills and occupational guidance and preparation. PAES is a comprehensive, hands-on work development curriculum that focuses on Training, Assessment, Exploration, and Work Behavior Development--skills needed for successful transition to adult life. The most notable aspect of this program is that it enhances the District's efforts to engage students in meaningful instruction to prepare them for their transition goal of work after high school as well as a means for maintaining enrollment in school and achieving graduation. Having well-defined transition plans is a key for all students with disabilities. The School to Work Program is a small, personalized program for students needing this service as determined by the individualized education planning process. In addition to the aforementioned curriculums, students also receive pre-employment preparation, mock interview experiences, transportation and pedestrian training.
Job training services are provided to the middle school students that are in need of it through the IEP process. These services provide students with early work exposure and experiences which has improved their preparedness for the transition services they receive when they are promoted to high school. Activities have included making and selling crafts at a Bizarre, work site tours, guest speakers, transportation/pedestrian training, and other community based activities.
Additional services that are provided to enhance the program include: social work services, community based instruction, guest speakers, and community agency partner support, work simulation, simulated work with evaluations daily, domestic skill instruction and service learning.
This program is also enhanced by having services from Kinder associates, social work services, community based instruction, guest speakers and community partner support, work simulation, simulated work evaluation daily, domestic skill instruction and service learning.

Extra-Curricular Participation

We continue to maintain our effort to support and encourage students with disabilities to participate in extra-curricular activities.

Assistive Technology

We continue to expand/develop our assistive technology library. We currently supply all speech therapists and low incidence teachers with IPads to support their instruction and therapy. We have an array of software designed to enhance the students' ability to access text and develop their writing including Solo 6 suite, Dragon Naturally Speaking, and Co-Writer. We are also members of the Bookshare organization.

Community Business Partnership/Pathway One
(Employability/Career Readiness) services include classroom based instruction related to

employability skills and participation in various types of work-based educational experiences. Actual extended work site training and coaching are provided through the use of a vocational special education teacher and/or job trainer. Services will be provided in SDoL special education program classrooms as well as within the local community. SDoL Classroom Based Instruction shall be provided with a vocational rehabilitation focus. Instruction will be competency-based and highly individualized with support services provided. OVR eligible students with disabilities will receive instruction on job seeking and keeping skills including: Application preparation, Résumé development, Portfolio development, Interviewing techniques, Work Ethic/Work Values, Workplace Communications, Interpersonal Relationships, Grooming & Hygiene, Mobility training, Workplace readiness training, Benefits and Work Incentive Planning Assistance. A work-based experience will be an extended number of consistent weeks with a consistent schedule in identified work-sites with the goal of learning job specific skills and obtaining employment. In addition, work-based experiences could also include visits and tours of various employment and community sites, job shadowing, internships and/or paid cooperative education experiences. This is currently in collaboration with the Marriott

College Course Based Experiences/Pathway Two
– College Course Based Experiences is a chosen college course for the duration of one full semester with direct coaching and support from the vocational education special education teacher. The students will be present on the college campus for approximately 3.5 hours daily. This instructional time will be one-part college course taught by a professor of that institution and one-part college/career readiness taught by the vocational special education teacher. SDoL Classroom Based Instruction (held on the college campus) – College and Career Readiness shall be provided with a vocational rehabilitation focus. Instruction will be competency-based and highly individualized with support services provided and will be provided in the following areas: Library Research, Assistive technology, Blackboard, Campus safety, Drug and alcohol, Nutrition, Syllabus, Terminology, Advocacy, Public speaking, Stress management, Campus Offices and Navigation, Admissions, Essay development, Time management, Appropriate use of social media and Financial Math Literacy. This is currently a partnership forged with Harrisburg Area Community College.

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
Lancaster County Prison	Incarcerated	School District of Lancaster	11
Lancaster County Youth Intervention Center-Detention	Incarcerated	School District of Lancaster	42
Milagros House	Nonresident	School District of	0

		Lancaster	
Lancaster YWCA Shelter	Nonresident	School District of Lancaster	1
Water Street Rescue Mission	Nonresident	School District of Lancaster	3
Glass House	Nonresident	School District of Lancaster	0
Vantage House	Nonresident	School District of Lancaster	0
TLC Transitional Living	Nonresident	School District of Lancaster	3
Domestic Violence Center	Nonresident	School District of Lancaster	1
Clare House	Nonresident	School District of Lancaster	0
Pediatric Speciality Hospital	Nonresident	School District of Lancaster	22
Prescott House	Incarcerated	Prescott House	0
Jubilee House	Nonresident	School District of Lancaster	0
Bridging House	Nonresident	School District of Lancaser	0
Lancaster County Youth Intervention Center-Shelter	Nonresident	School District of Lancaster	14
Valley Youth House	Nonresident	School District of Lancaster	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Special Education Centers	Autistic Support	7
Community School South East	Special Education Centers	Emotional Support	2
DASH Program	Special Education Centers	Emotional Support	63
Valley Road Education Center	Special Education Centers	Emotional Support/Autistic Support	4
Fairland Educational Center	Special Education Centers	Emotional Support	8
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing	1
Pediatric Speciality Hospital	Other	Multiple Disabilities Support	2

John Beck Elementary School	Neighboring School Districts	Deaf and Hard of Hearing	4
Manheim Central Middle School	Neighboring School Districts	Deaf and Hard of Hearing	1
Mulberry Street	Special Education Centers	Emotional Support	4
Turning Point	Other	Emotional Support	5
Warwick High School	Neighboring School Districts	Deaf and Hard of Hearing	2
Deveraux Facility	Approved Private Schools	Emotional Support	2
Landisville Middle School	Neighboring School Districts	Multiple Disabilities Support	1
Friendship Community	Special Education Centers	Life Skills Support / Basic Occupational Skills	1

Special Education Program Profile

Program Position #1

      Operator: School District

      PROGRAM DETAILS

            Type:

            Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: August 28, 2017

            Reason for the proposed change: Change in numbers of caseload

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District
PROGRAM DETAILS
    Type: Position
    Implementation Date: August 28, 2017
    Reason for the proposed change: Change in numbers of caseload
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2
    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: August 28, 2017
        Reason for the proposed change: Change in numbers of caseload
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2
    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: August 28, 2017
        Reason for the proposed change: Change in numbers of caseload
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2
    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: August 28, 2017
        Reason for the proposed change: Change in numbers of caseload
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	1
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 12	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: August 28, 2017
           Reason for the proposed change: Relocation of classroom
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

       Operator: School District
       PROGRAM DETAILS
           Type: Class
           Implementation Date: August 28, 2017
           Reason for the proposed change: Change in numbers on caseload
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District
PROGRAM DETAILS
    Type: Class
    Implementation Date: August 28, 2017
    Reason for the proposed change: Change in numbers on caseload
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
    Operator: School District
    PROGRAM DETAILS
        Type: Class
        Implementation Date: August 28, 2017
        Reason for the proposed change: Change in numbers on caseload
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
    Operator: School District
    PROGRAM DETAILS
        Type: Class
        Implementation Date: August 28, 2017
        Reason for the proposed change: Change in numbers on caseload
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: August 28, 2017
        Reason for the proposed change: Changes in caseload and staffing
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Carter MacRae	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* August 28, 2017
> > *Reason for the proposed change:* Larger space for students
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	1
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

> *Operator:* School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: August 28, 2017
Reason for the proposed change: Offering autistic support services K-8 at Martin to eliminate transitions for students between buildings.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 12	8	1
Locations:				
E.R. Martin (K-8) School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	13	1
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.5
Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	8	0.5
Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.5
Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.5

Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Relocation of classroom

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	12	1
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.5
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.5
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	12	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 16	8	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21
        Operator: School District
        PROGRAM DETAILS
            Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

    Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

    Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

    Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

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

Program Position #25

    Operator: School District

    PROGRAM DETAILS

Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	1
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	9	0.5
Locations:				
Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.5
Locations:				
Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.5
Locations:				
Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	12	1
Locations:				
Fulton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Hamilton Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 8	12	1
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34
>> *Operator:* School District
>> **PROGRAM DETAILS**

Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	12	1
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	12	1
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	15	1
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

    Operator: School District

    PROGRAM DETAILS

        Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	6	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	1
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	20	1
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44
        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: August 28, 2017
            Reason for the proposed change: Relocation of an existing emotional support class to a larger instructional area outside of the main artery in the building.
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.5
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	9	0.5
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45
        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: August 28, 2017
            Reason for the proposed change: Increased classroom space out of the main artery of the building.
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	12	1
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46
        Operator: School District
        PROGRAM DETAILS

Type: Class
Implementation Date: August 28, 2017
Reason for the proposed change: Relocation of classroom

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
Wickersham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	0.5
Locations:				
Wickersham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47
      Operator: School District
      PROGRAM DETAILS
         Type:
         Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.5
Locations:				
Wickersham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.5
Locations:				
Wickersham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48
      Operator: School District
      PROGRAM DETAILS
         Type:
         Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	4	0.5
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	0.5
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

       Operator: School District

       PROGRAM DETAILS

          Type: Class

          Implementation Date: August 28, 2017

          Reason for the proposed change: Room Reassignment

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.5
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50

       Operator: School District

       PROGRAM DETAILS

          Type:

          Implementation Date:

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Martin School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	10	0.5
Locations:				
Martin School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51

       Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	10	0.5
Locations:				
Martin School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
Martin School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Martin School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Locations:				
Martin School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	6	1
Locations:				

DASH Program	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #54

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	6	1
Locations:				
DASH Program	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #55

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	7	1
Locations:				
Dash Program	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #56

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 15	7	1
Locations:				
DASH Program	A Middle School Building	A special education Center in which no general education programs are operated		

Program Position #57

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Emotional Support	14 to 18	6	0.5
Locations:				
DASH Program	A Senior High School Building	A special education Center in which no general education programs are operated		

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 21	6	0.5
Justification: This is a hospital. Students are too medically fragile to attend school. We have a teacher that provides homebound individually to each student daily. The age range varies greatly based on who is a resident at the hospital at the time.				
Locations:				
Pediatric Speciality Hospital	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	10	1
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1

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

Program Position #61

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #62

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

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

Program Position #63

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	12	1
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #64

       Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	13	1
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #65
>>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	12	1
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #66
>>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

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

Program Position #67
>>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #68
>>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #69

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	13	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #70

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	14	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #71

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	13	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	12	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #73
    Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	15	1
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #74
    Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #75
    Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	1
Locations:				

Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #76

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #77

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	12	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #78

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	13	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #79

       Operator: School District

       PROGRAM DETAILS

           Type:

           Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	15	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #80

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 15	13	1
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #81

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	15	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	15	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83

Operator: School District
PROGRAM DETAILS
　　Type:
　　Implementation Date:
PROGRAM SEGMENTS

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

Program Position #84
　　Operator: School District
PROGRAM DETAILS
　　Type:
　　Implementation Date:
PROGRAM SEGMENTS

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

Program Position #85
　　Operator: School District
PROGRAM DETAILS
　　Type:
　　Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 21	13	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #86
　　Operator: School District
PROGRAM DETAILS
　　Type:
　　Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 21	14	1
Locations:				
McCaskey Campus	A Senior High	A building in which General		

	School Building	Education programs are operated		

Program Position #87
  Operator: School District
  PROGRAM DETAILS
   Type:
   Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	4	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	17 to 21	4	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88
  Operator: School District
  PROGRAM DETAILS
   Type:
   Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	17 to 21	14	1
Locations:				
Lancaster Living Program	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #89
  Operator: School District
  PROGRAM DETAILS
   Type:
   Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
McCaskey Campus-STW	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90
  Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	1
Locations:				
McCaskey Campus-STW	A Senior High School Building	A building in which General Education programs are operated		

Program Position #91

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	15	1
Locations:				
McCaskey Campus-STW	A Senior High School Building	A building in which General Education programs are operated		

Program Position #92

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	10	1
Locations:				
DASH Program	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #93

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	19	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #94

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	19	1

Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #100

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #101

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102
    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103
    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104
    Operator: School District
    PROGRAM DETAILS
        Type:
        Implementation Date:
    PROGRAM SEGMENTS

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

Program Position #105
    Operator: School District
    PROGRAM DETAILS

Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	23	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106
   Operator: School District
   PROGRAM DETAILS
     Type:
     Implementation Date:
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	20	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107
   Operator: School District
   PROGRAM DETAILS
     Type:
     Implementation Date:
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108
   Operator: School District
   PROGRAM DETAILS
     Type:
     Implementation Date:
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	19	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109

       Operator: School District

      PROGRAM DETAILS

           Type:

           Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	27	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110

       Operator: School District

      PROGRAM DETAILS

           Type:

           Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #111

       Operator: School District

      PROGRAM DETAILS

           Type:

           Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112

       Operator: School District

      PROGRAM DETAILS

           Type:

           Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	22	1
Locations:				

McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #113

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #114

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	4	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	17 to 21	4	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #115

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 17	5	1
Locations:				
Lancaster County Youth Intervention Center-Detention	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #116
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	5	1
Locations:				
Lancaster County Youth Intervention Center-Detention	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #117
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	5	1
Locations:				
Lancaster County Youth Intervention Center-Shelter	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #118
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	5	1
Locations:				
Lancaster County Youth Intervention Center-Shelter	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #119
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	14 to 18	10	0.5
Locations:				
McCaskey Campus Cyber School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	10	0.5
Locations:				
McCaskey Campus Cyber School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #120
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	18 to 21	2	1
Locations:				
Lancaster County Prison	A Senior High School Building	A building in which General Education programs are operated		

Program Position #121
> *Operator:* Outside Contractor for the School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	6	0.5
Locations:				
Phoenix Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
Phoenix Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #122
> *Operator:* Outside Contractor for the School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	35	1
Locations:				
Phoenix Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #123
Operator: Outside Contractor for the School District
PROGRAM DETAILS
   Type:
   Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	40	1
Locations:				
Phoenix Academy	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #124
Operator: Outside Contractor for the School District
PROGRAM DETAILS
   Type:
   Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	15	0.5
Locations:				
Buehrle Alternative School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
Buehrle Alternative School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #125
Operator: School District
PROGRAM DETAILS
   Type:
   Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	30	0.5
Locations:				

Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	30	0.5
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #126

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	30	0.5
Locations:				
Price Elemetary School	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	30	0.5
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #127

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	20	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	20	0.5
Locations:				
Ross Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	10	0.25
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	17	0.25
Locations:				
Wharton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	10	0.25
Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	17	0.25
Locations:				
Buchanan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #129

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	25	0.5
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	9 to 12	25	0.5
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130
      Operator: School District
      PROGRAM DETAILS
            Type:
            Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	12	0.25
Locations:				
Martin School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	25	0.5
Locations:				
Martin School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	17	0.25
Locations:				
Martin School	A Middle School Building	A building in which General Education programs are operated		

Program Position #131
      Operator: School District
      PROGRAM DETAILS
            Type:
            Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	25	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	9 to 12	25	0.5
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #132
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	25	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	25	0.5
Locations:				
King Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #133
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	25	0.5
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	25	0.5
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #134
Operator: School District
PROGRAM DETAILS
    Type:

Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	45	1
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #135
  Operator: School District
  PROGRAM DETAILS
   Type:
   Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	20	0.5
Locations:				
Burrowes Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	30	0.5
Locations:				
Wickersham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #136
  Operator: School District
  PROGRAM DETAILS
   Type:
   Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	32	0.5
Locations:				
Reynolds Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	33	0.5
Locations:				
Wheatland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #137

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	33	0.5
Locations:				
Lincoln Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	32	0.5
Locations:				
Hand Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #138

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	65	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #139

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 21	45	0.8
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	19 to 21	8	0.2
Locations:				
Lancaster Living Program	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #140

       Operator: School District
      PROGRAM DETAILS
         Type:
         Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	2	0.05
Locations:				
DASH Program	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	2	0.05
Locations:				
DASH Program	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	3	0.05
Locations:				
DASH Program	A Middle School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	18 to 21	2	0.05
Locations:				
DASH Program	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 16	2	0.05
Locations:				
Youth Intervention Center	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 18	2	0.05
Locations:				
Youth Intervention Center	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	2	0.05
Locations:				
Pediatric Speciality Hospital	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	2	0.05
Locations:				
Pediatric Speciality Hospital	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	3	0.05
Locations:				
Pediatric Speciality Hospital	A Junior/Senior High School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	18 to 21	2	0.05
Locations:				
Pediatric Speciality Hospital	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #141
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	20	0.5
Locations:				
Carter MacRae Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	30	0.5

	Support			
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #142

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	30	1
Locations:				
Hamilton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #143

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	12	0.3
Locations:				
Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	20	0.4
Locations:				
Lafayette Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #144

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Hand Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		

Program Position #145

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: August 24, 2016
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	4	0.5
Locations:				
Carter & MacRae Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	9 to 12	4	0.5
Locations:				
Carter & MacRae Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #146

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: August 29, 2016
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	8	1
Locations:				
Martin School (K-8)	A Middle School Building	A building in which General Education programs are operated		

Program Position #147

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: January 17, 2017
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	6	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	6	0.5
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #148

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* August 28, 2017
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
E.R. Martin (K-8) School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #149

> *Operator:* Intermediate Unit
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 28, 2017
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	1
Locations:				
John W. Price Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #150

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* August 28, 2017
>> *Reason for the proposed change:* Larger room space for student / staff to accommodate belongings , academics and changing
>> *Present Class Location:* A126
>> *Proposed Class Location:* A117
>> *Length of time class has been in present location:* less than 1 year
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 17	6	1
Locations:				
McCaskey Campus	A Senior High School	A building in which General Education		

	Building	programs are operated		

Program Position #150

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 28, 2017

            Reason for the proposed change: Larger room space for student / staff to accommodate belongings , academics and changing

            Present Class Location: A126

            Proposed Class Location: A117

            Length of time class has been in present location: less than 1 year

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 17	6	1
Locations:				
McCaskey Campus	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Care Assistants	All Buildings	21
Speech and Language Pathology	All Buildings	17
Supervisor of Special Education	District	1
Coordinator of Special Education	District	3
Special Education Social Workers	Each Level	3
School Psychologists	All Buildings	8
Paraprofessionals	All Buildings	22
Adapted Physical Education Teachers	Each Level	3
Exceptional Student Specialists	All Buildings	21
Behavioral Specialist	District	3
Special Education Project Specialist	District	1
Special Education Nurse	District	4
Building Assistant	DASH Program	1
Personal Care Paraprofessionals	All Buildings	79
Special Education Secretary	District	4.5
Psychology Project Specialist	District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's Rehabilitation Services	Outside Contractor	5 Days
Community School South East	Intermediate Unit	5 Days
Fairland Educational Center	Intermediate Unit	5 Days
Valley Road Education Center	Intermediate Unit	5 Days
New Story	Outside Contractor	5 Days
Cumberland Therapy Services	Outside Contractor	5 Days
Elevation Health Care Services	Outside Contractor	5 Days
Janus School	Outside Contractor	5 Days
Vista School	Outside Contractor	5 Days
Susquehanna Waldorf School	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	The School District of Lancaster has been a member of the PaTTAN Verbal Behavior Project and continues this project. SDOL sends all AS teachers and Personal Care Paraprofessional staff members to the Verbal Behavior Boot Camp. The staff in the Autistic Support classrooms receive ongoing consultation, training, and support from the Verbal Behavior Project throughout the school year.
	The teachers and social workers who support the AS classes receive Nonviolent Physical Crisis Intervention: ASD training. In addition, the teachers also receive Recreational Activities and Leisure Programming for students with Low Incidence/Severe Disabilities training.
	Personal Care Paraeducators that work with students on the spectrum will participate in monthly trainings provided by the district's AS Behavior Specialist to learn strategies to address the needs of the students.
	We intend to provide Verbal Behavior Training to our parents annually in the fall.
	2018-2019 Parent VB Boot Camp Fall evening
	2019-2020 Parent VB Boot Camp Fall evening
	2020-2021 Parent VB Boot Camp Fall evening
	The SDOL will also provide professional development to sites on how to work with students on the Autism through the AS Behavioral Specialist. Sites will receive the professional development based on the population/needs of the site.
	For all trainings, there will be sign ins available for review. Paraprofessional hours are documented within individuals "My Learning Plan" accounts.
	2018-2019 All Paraeducators and Autistic Support teachers will participate in

	over 20 hours of training provided by Pattan/IU 13/AS Behavior Specialist. 2019-2020 All Paraeducators and Autistic Support teachers will participate in over 20 hours of training provided by Pattan/IU13/AS Behavior Specialist. 2020-2021 All Paraeducators and Autistic Support teachers will participate in over 20 hours of training provided by Pattan/IU13/AS Behavior Specialist.
Person Responsible	John Moslander
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	20
Provider	Pattan
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Strategies to use when working with students with Autism.
Research & Best Practices Base	Verbal Behavior Instructional Techniques
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.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional 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 Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Behavior Support

Description	All staff receive training on effective behavior support with the goal of changing behavior through positive techniques and reinforcement. Annually, there are mandatory large group trainings, as well as elective group training sessions, designed to expand such knowledge. The training sessions which focus upon de-escalation techniques are provided to staff including paraeducators, general and special education teachers, administrators, and parents. 2018-2019 All teachers and paraeducators providing direct support to students

with behavioral challenges will receive training in de-escalation and positive behavioral supports.

2019-2020 All teachers and paraeducators providing direct support to students with behavioral challenges will receive training in de-escalation and positive behavioral supports.

2020-2021 All teachers and paraeducators providing direct support to students with behavioral challenges will receive training in de-escalation and positive behavioral supports.

We intend to provide Accessing Community Supports to our parents annually in the fall.

2018-2019 Parent Supports Fall evening

2019-2020 Parent Supports Fall evening

2020-2021 Parent Supports Fall evening

Person Responsible	Christopher Keeler
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	3
# of Participants Per Session	120
Provider	SDOL
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	De-escalation, passive restraint procedures
Research & Best Practices Base	Nonviolent Physical Crisis Intervention training
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and	Empowers leaders to create a culture of teaching and

other educators seeking leadership roles	learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of verbal deescalation and passive restaint data for the district
Evaluation Methods	Participant survey Post test completed by individual participants

Paraprofessional

Description	All Paraeducators, Personal Care Assistants and Personal Care Paraprofessionals will receive a minimum of 20 hours of professional development annually. The paraprofessionals will receive training based on the job in which they perform. There are four strands of training: Behavior Supports, Instructional Strategies, Autism Supports, and Multiple Disabilities/Life Skill Supports. Support staff members serving in our low incidence classrooms will attend professional development sessions along with their teacher. Professional Development Sessions include but are not limited to: Progress Monitoring, Working with Students with Attentional Challenges, Low Tech Assistive Technology, Fostering Student Independence, Reading, Writing and Math Instruction specific to district programming, Effective Communication Skills, Community Based Instruction and Family Collaboration. This level of professional development is offered annually and the topics within the training strands are aligned with current best practices, the current student

	population within the School District of Lancaster Special Education Programming and the paraprofessionals and personal care assistants supporting these programs. 2018-2019 All paraprofessionals will participate in 20 hours of professional development provided by district and IU trainers. 2019-2020 All paraprofessionals will participate in 20 hours of professional development provided by district and IU trainers. 2020-2021 All paraprofessionals will participate in 20 hours of professional development provided by district and IU trainers.
Person Responsible	John Moslander
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	120
Provider	Intermediate Unit 13
Provider Type	IU
PDE Approved	No
Knowledge Gain	Specific strategies to work with students with unique needs. Behavioral intervention and instructional intervention strategies. Autism Verbal Behavior for those paraprofessionals and personal care assistants working within the Autism Support Programs. CPI and CPR,
Research & Best Practices Base	PDE requires twenty hours of professional development for all paraprofessionals to be determined highly qualified. The selection of professional development provided is determined based on current best practices noticed at the federal, state and local level. The delivery of these professional development sessions are provided by state and local providers.
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 School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	The LEA has implemented an Elementary and Secondary Literacy Initiative which will include prescriptive research based reading and writing instruction. Students that receive special education services will have access to the prescriptive reseach based instruction based on identified needs through the Individualized Education Planning process. Teachers who will be delivering the instruction will receive training to implement the programs with integrity. 2018-2019 All teachers providing reading and writing instruction will participate in 12 hours of professional development on how to teach students to read and write. 2019-2020 All teachers providing reading and writing instruction will participate in 12 hours of professional development on how to teach students to read and write. 2020-2021 All teachers providing reading and writing instruction will participate in 12 hours of professional development on how to teach students to read and write.
Person Responsible	John W. Moslander
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	4.0
# of Sessions	6
# of Participants Per Session	10
Provider	Office of Teaching and Learning; Scholastic
Provider Type	For Profit Company
PDE Approved	No
Knowledge Gain	Effective strategies to provide reading and writing instruction to students reading below grade level.
Research & Best Practices Base	Direct Explicit Instruction driven by on going data collection.
For classroom teachers, school counselors and	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

education specialists	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.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA

Transition

Description	Teachers will continue to receive professional development and training on appropriate transition services for students with disabilities including how to access the services, and how to evaluate effectiveness. Teachers will be trained on how to develop an appropriate transition plan through the Individualized Education Planning. Teachers will receive updates through

department trainings on appropriate agency connections for students and how to access them. Teachers will receive training on evaluating students for the need for job training services and what procedures to complete in order to provide this services for their students. Teachers will be trained on utilizing the district Transition Consultant in the transition planning process for students. There will be sign ins and reflections from the training.

2018-2019 All special education teachers that case manage students of transition age will participate in two hours of professional development on transition and transition services.

2019-2020 All special education teachers that case manage students of transition age will participate in two hours of professional development on transition and transition services

2020-2021 All special education teachers that case manage students of transition age will participate in two hours of professional development on transition and transition services

We intend to provide Transition Training to our parents annually in the fall.

2018-2019 Parent Transition Training Fall evening

2019-2020 Parent Transition Training Fall evening

2020-2021 Parent Transition Training Fall evening

Person Responsible	John Moslander
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	3
# of Participants Per Session	20
Provider	District

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will further hone their skills to develop effective and appropriate transition plans for their students through the IEP process. They will become more familiar with appropriate agencies to include in the transition process for their students. They will develop an understanding of when to utilize the services of the district transition consultant in transition planning.
Research & Best Practices Base	Indicator 13 training from Pattan has served as the foundation for developing the SDOL transition program. The district transition consultant will engage in the yearly training series webinars provided by PaTTAN in order to keep current with transition planning best practices. Information will be shared and disseminated to teachers to use in transition planning through the IEP with their students.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers
Grade Levels	High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer