

Central Dauphin SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

600 Rutherford Rd
Harrisburg, PA 17109
(717)545-4703
Superintendent: Carol Johnson
Director of Special Education: Amy Pastorak

Planning Process

Special Education Plan:

The Central Dauphin School District Special Education Administrative staff attended the "Special Education Plan Training" on November 16, 2016 held at the PaTTAN Harrisburg office to prepare for a May 1, 2017 submission of the Special Education Comprehensive Plan to the Bureau of Special Education. Following the November training, the Director of Special Education in conjunction with the Special Education Administrators began preparations for plan completion that included establishing a planning committee. Then, due to the passage of Act 118 by Pennsylvania legislators, all Phase 3 district plans were delayed one year. However, the Special Education Program Profile component of the comprehensive plan remained due on May 1, 2017 to the Bureau of Special Education. This specific submission was not subject to School Board approval per the Pennsylvania Department of Education. This component was formally approved by the Bureau of Special Education after the May 1, 2017 submission.

In order to meet the new May 1, 2018 submission deadline and the provision for a 28 day public review the following steps occurred: January 18, 2018 the Special Education Administration met with the Special Education Parent Advisory council and presented a draft of the plan for review and feedback. On February 12, 2018 the Special Education Planning Committee met and reviewed the draft plan and provided feedback. Also, on February 12, 2018, the Director of Special Education presented the draft Special Education Comprehensive Plan to the School Board for initial review. Subsequently, the Special Education Comprehensive Plan was posted on the front page of the district website for public comment and inspection. It remained on the website from February 13, 2018 - March 14, 2018.

As a result of the public review period, appropriate revisions were made to the plan. The final draft was presented to the School Board on March 26, 2018 for final review and comment. On April 9, 2018 the School Board voted to adopt the plan. Submission to the Bureau of Special Education occurred after formal School Board approval and before the May 1, 2018 submission deadline.

District Plan:

CDSD formed a Comprehensive Planning team to act as the planning team for the district which met throughout the year (March 2018-August 2018). This team included district and building level administrators, teachers, parents, board members and community members. Prior to meeting, a needs assessment was performed via surveys of staff and the community. A needs assessment was also completed based on available quantitative data that was available. Both quantitative and qualitative data from the needs assessments was reviewed during two planning team meetings. Following the review of these needs assessments, district goals were developed based on the results.

In order to meet the November 30, 2018 submission deadline and the provision for a 28-day public review the following steps occurred: On September 24, 2018, the Director of Curriculum, Instruction and Assessment presented the draft district Comprehensive Plan to the School Board for initial review. Subsequently, the Comprehensive Plan was posted on the front page of the district website for public comment and inspection. It remained on the website from September 25, 2018 - October 23, 2018.

As a result of the public review period, appropriate revisions were made to the plan. The final draft was presented to the School Board on October 29, 2018 for final review and comment. On November 12, 2018, the School Board voted to adopt the plan. Submission to the Pennsylvania Department of Education occurred after formal School Board approval and before the November 30, 2018 submission deadline.

Mission Statement

Central Dauphin School District strives to provide "quality to the core" educational opportunities to ensure that all students achieve success.

The Mission Statement is as follows:

Central Dauphin, a uniquely diverse school district, ensures all students a challenging and dynamic curriculum that prepares them to succeed in a changing, global society by inspiring lifelong learning in a caring, collaborative community.

Vision Statement

Central Dauphin School District will create a safe, healthy and inclusive academic environment within an interconnected and supportive community that equips all students with the optimum knowledge, skills and attitudes necessary to lead productive and meaningful lives.

Shared Values

- Shared leadership and decision-making is essential and is based on what is best for our students.
- All students should have access to a challenging curriculum that meets the needs of all students.
- All students should be exposed to cross-curricular and real-world experiences to become global learners who are prepared to succeed in college, careers and the military.
- All students should experience a quality education with cutting-edge programming and technology.
- A safe, orderly and clean environment is essential for teaching and learning.
- Collaboration across the district and stakeholder unity are vital to the success of our schools.
- Healthy school communities respect differences, welcome and value diversity and promote cultural plurality through the practice of equity and inclusion to ensure our students' unique identities and needs do not predetermine their level of success and sense of belonging.
- Outstanding staff demonstrate enthusiasm, innovation, care and commitment to build strong relationships with our students.
- The district is responsible for providing excellence in education within the fiscal resources of the community.
- All students must be respected and find purpose and meaning within their learning.
- Open and continual communication is essential and must be encouraged.

Educational Community

Central Dauphin School District is a dynamic, suburban community of 90,442 residents with a population of approximately 11,900 plus students. It is located northeast of the city of Harrisburg within the County of Dauphin in south central Pennsylvania. The school district is the 12th largest school district in the Commonwealth and is the largest of the 10 school districts located in the county. Encompassing an area of 118.2 square miles, the district is comprised of three boroughs (Dauphin, Paxtang, and Penbrook) and four townships (Lower Paxton, Middle Paxton, Swatara, and West Hanover). Our students attend one of 13 elementary schools, four middle schools and two high schools, and are transported from urban, suburban and rural areas. Central Dauphin School District strives to provide "quality to the core" educational opportunities to ensure that all students achieve success.

Planning Committee

Name	Role
Sherry Campbell	Administrator : Special Education
Karen Eppinger	Administrator : Special Education
Karen Hertzler	Administrator : Special Education
Carol Johnson	Administrator : Professional Education
Scott Kuren	Administrator : Professional Education
Karen McConnell	Administrator : Professional Education
Greg McCurdy	Administrator : Special Education
Norman Miller	Administrator : Professional Education
Amy Pastorak	Administrator : Special Education
Christa Snyder	Administrator : Professional Education
Anne Zelonis	Administrator : Special Education
Eric Epstein	Board Member : Professional Education
Richard Mazzatesta	Board Member : Professional Education
Julia Batdorf	Building Principal : Professional Education
Stacey Cherny	Building Principal : Professional Education Special Education
Kenneth Miller	Building Principal : Professional Education
Eric Shrader	Building Principal : Special Education
Christopher DiSanto	Business Representative : Professional Education
Jeanne Webster	Business Representative : Professional Education
Celina Bertovic	Community Representative : Professional Education
Ken Bowman	Community Representative : Professional Education
Don Morabito	Community Representative : Professional Education
Pamela Pertillar	Community Representative : Professional Education
Kimberly Troup	Community Representative : Professional Education
Jessica Muchoney	Ed Specialist - Other : Special Education
Kathleen Geissler	Ed Specialist - School Counselor : Professional Education
Jennifer Benshoof	Ed Specialist - School Psychologist : Professional Education

Amber Sessoms	Ed Specialist - School Psychologist : Professional Education
Krista Lockey	Elementary School Teacher - Regular Education : Professional Education
Amber Owen	Elementary School Teacher - Regular Education : Professional Education
Ashley Oyer	Elementary School Teacher - Regular Education : Professional Education
Tara Trullinger	Elementary School Teacher - Regular Education : Special Education
Gregg Davis	High School Teacher - Regular Education : Professional Education
Kelly Dunkle	High School Teacher - Regular Education : Professional Education
Kristin Livelsberger	High School Teacher - Regular Education : Professional Education
Nancy Schuit	High School Teacher - Regular Education : Professional Education
Sarah Iachini	High School Teacher - Special Education : Special Education
Sarah Kelly	Intermediate Unit Staff Member : Professional Education
Sharon Davis	Middle School Teacher - Regular Education : Professional Education
Patrick Dennehy	Middle School Teacher - Regular Education : Professional Education
Wendy Gensimore	Middle School Teacher - Regular Education : Professional Education
Jeffrey Gordon	Middle School Teacher - Regular Education : Professional Education
Janet Hetrick	Middle School Teacher - Regular Education : Professional Education
Aimee Connelly	Parent : Professional Education
Jeff Connelly	Parent : Professional Education
Ellen Flamini	Parent : Professional Education
Syria Harrell	Parent : Professional Education
Crystal Jamison	Parent : Professional Education
Cindy Keely	Parent : Special Education
Cheryl Koury	Parent : Special Education
Stephanie Krebs	Parent : Professional Education Special Education

Jill Pento	Parent : Professional Education
Melissa Van Eck	Parent : Professional Education
Gerren Wagner	Parent : Special Education
Patty Wiedt	Parent : Special Education
Patrea Womack	Parent : Special Education
Brian Longo	Student Curriculum Director/Specialist : Professional Education
Stephen Watson	Student Curriculum Director/Specialist : Professional Education
Marie Yagel	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer sciences is not offered at the elementary level.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer sciences is not offered at the elementary level.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Family and Consumer sciences is not offered at the middle level. World language is not offered at the middle level.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum maps are currently being revised and aligned to district common assessments. Quality materials and resources are in place. The goal is to have teachers less text dependent and more standards dependent.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum maps are currently being revised and aligned to district common assessments. Quality materials and resources are in place. The goal is to have teachers less text dependent and more standards dependent.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum maps are being revised and aligned. Required common summative assessments/performance tasks are continually being developed/revised.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum maps are being revised and aligned. Required common summative assessments/performance tasks are continually being developed/revised.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Central Dauphin School District Special Education department ensures all students with Individualized Educational Programs (IEPs) have goals that are standards aligned. IEP teams frequently assess each child for progress toward their indentified goals and overall success in the general education curriculum. Students with IEPs have clearly defined, highly individualized specially designed instructions that provide students access to a rigorous, standards aligned curriculum to the fullest extent possible. All student IEPs, which outline the specially designed instructions, are distributed to every child's teacher(s) to ensure they are able to access Central Dauphin School District's standards aligned curriculum with success. By providing every teacher with electronic access to students' IEPs that are assigned to them, they are then required by the district to include the specially designed instructions in their lesson planning. Furthermore, each student's progress in the standards aligned curriculum is also reviewed at least annually per PA Chapter 14 regulations to ensure proper adjustments are made to support the student in the curriculum and ensure meaningful progress.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Informal and formal observations will be performed for all teachers. CDSD will use the 82-1 as the final evaluation tool for teachers. Building level administrators collect and review lesson plans weekly. They are also spot reviewed by district administrators and supervisors. These are compared to CDSD developed unit maps and timelines. All lessons will be required to follow district-created templates. Peer evaluation/coaching takes place through the induction process with mentors providing peer feedback to their mentees.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was

This narrative is empty.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Positions for teaching staff are advertised through our online portal and within our district intranet system. Teachers must be highly qualified in order to be considered for a teaching position and the most qualified applicants are chosen for positions.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	23.50	23.50	23.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work					X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X		X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Unit Assessments	X	X	X	X
PSSA		X	X	
Keystone tests			X	X
Mid-term and Final Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Reading Inventory (HMH)			X	X
Edmentum		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Effective Questioning Strategies	X	X	X	X
Varied	X	X	X	X
Effective Classroom Discussions	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Edmentum	X	X	X	
Classroom Diagnostic Tools (CDT)				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The district utilizes research-based benchmark and diagnostic assessments from external resources. The LEA administration, along with building supervisors and department chairs, works with curricular groups in all subject areas to review assessments yearly.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Teams of teachers, building and district administrators, coaches, supervisors, and school improvement specialists create common unit and course summative assessments for each domain. Any changes to these must be vetted through department heads and reviewed at the building and district level. Teachers are expected to administer these common assessments using common rubrics and grading guidelines. The assessments are reviewed yearly by department teams and changed when appropriate. All changes must be reviewed by the Office of Curriculum, Instruction, and Assessment.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Elementary data is collected and disseminated by Data and Instruction Specialists, along with Reading Specialists. RtII teams analyze the data and prescribe interventions, groupings, and enrichment based on this data. Unit assessments and PSSA scores are stored on eSchool Plus. DIBELS and Edmentum data is stored within those respective sites. Secondary data from Keystones, PSSA, CDT and unit assessments is stored on eSchool Plus. Edmentum data is stored within that site. All teachers have access to their students' scores on these sites.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

RtII teams meet regularly to analyze and prescribe instruction based on the data at the elementary level. Grade level teams meet to discuss their students. Reading and Data specialists facilitate interventions when necessary.

Data at the secondary level is used to intervene or remediate so all students can pass the Keystone Exams required for graduation. Face-to-face instruction/tutoring is utilized as well as programs such as Edmentum/Exact Path.

At the secondary level, when student data demonstrates low reading or math ability, students are assigned to Read 180 or specially designated math classes. In cases of very low reading ability, System 44 is utilized.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment	X	X	X	X

anchors, eligible content or standards-aligned learning objectives.				
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, Data and Instruction Specialists in each building are responsible for collecting and disseminating data. Teams meet (grade level and individual) to analyze the data to drive instruction.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings				
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases				
School Calendar	X	X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

1) Continue to align curriculum maps to standards and rigorous and relevant instruction. Central Dauphin will continue to improve the curricular learning maps. Curriculum maps should be under constant evaluation to make sure that what is being taught is not only aligned to standards, but is rigorous and relevant enough to prepare our students for college and careers. Each month, the departments meet to review and improve current curriculum, as well as assessments. Groups of teachers also meet for larger curriculum adjustments/revisions.

2) Strengthen instruction and optimize assessments through coaching and professional development. Professional development in the area of curriculum and best practices will continue. Educators are taught to use common, rigorous assessments and to use the data from those assessments to guide and differentiate their instruction.

3) Build strong leadership capacity at the school level to implement and sustain rigorous and relevant learning and teaching. As principals and teachers are trained in ways to improve instruction, they become resources for each other by modeling and sharing good instructional practices.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				X

Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Department of Safety and Security

Programs, strategies and actions related to Safety and Security

Biennially update MOU with local police (yes to all schools)
 Peer Helper program (yes to all schools); Our local Police also teach in classrooms and have the Bigs in Blue program
 Safety and violence prevention curricula (Yes to all schools)
 Random drug searches with K9
 Random breathalyzer testing for alcohol at HS proms
 Completed RVAT and vulnerability assessments of 19 schools
 Secure vestibule entryways at each schools main entrance
 Run Hide Fight to staff (this fall for students) and monthly intruder drills. In addition, we do read to elementary school kids on police in schools, have a criminal justice club and conduct field trips with kids. From time to time, we also help teach a class for civics teachers on constitutional law.
 Comprehensive school safety plan (yes to all schools)
 All hazards specific to each school
 TMI with schools in the EPZ zone.
 Purchase of security related equipment and provide necessary training (yes to all schools)

- Cameras
- Vests
- Go bags
- Stop signs
- Hand wands for metal detection
- Narcan
- Staff and visitor student identification
 - Visitor management system
 - Staff badge access control
 - Volunteer badging

Placement of school resource officers (yes to high schools)

- We have one full-time sworn police officer in each school

Explanation of strategies

To ensure a safe and secure environment for all district students, staff and visitors and to ensure the school district is prepared to effectively respond to all emergencies that might affect safety or security of students and staff.

- Provide law enforcement and police services to the school, school grounds and areas adjacent to the school. Investigate allegations of criminal incidents per police department policies and procedures.
- Enforce state and local laws and ordinances.
- Make appropriate referrals to juvenile authorities or other governmental agencies.
- Work to prevent juvenile delinquency through close contact and positive relationships with students.
- Establish and maintain a close partnership with school administrators in order to provide for a safe school environment.
- Assist school officials with their efforts to enforce Board of Education policies and procedures.
- Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances or in such cases that the student's emotional state may present a risk to the administrator.
- Assist school administrators in emergency crisis planning and building security matters.
- Develop a standardized response to an all hazards plan in cooperation with local emergency responders.

The Central Dauphin School District Police Department's philosophy is safety comes first. The safety of students, staff and visitors is priority #1.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Central Dauphin School District utilizes screening procedures that collect and examine data from a variety of sources. Each district building offers a collaborative team approach

to review and compare the data points to a prearranged rubric to determine a student's gifted potential and need for specially designed instruction. When students demonstrate the ability for giftedness through the screening process or are thought to be gifted they are then referred to a district psychologist for a Gifted Multidisciplinary Evaluation.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The district continually utilizes a variety of data points and methods to identify those students in need of gifted services. The district has routine collaborative team meetings at the building level during which student performance is discussed and evaluated. Moreover, the district looks for multiple criteria such as, but not limited to; a year or more above achievement level, an observed or measured rate of acquisition/retention of new academic content, demonstrated achievement or performance in one or more academic areas, an early measured use of high level thinking skills, academic creativity, leadership skills, or technology skills, and documented evidence that intervening factors such as ESL, learning disability, physical impairment, emotional disability, gender or race bias, or socio/cultural deprivation are masking the gifted abilities.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The district offers gifted programs based on the unique needs of each gifted student. Each program offers the opportunity for acceleration or appropriate enrichment that is consistent with the students' intellectual and academic abilities and needs.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness		X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X

RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The office of Pupil Services ensures the district is in compliance with all requirements set forth in Chapter 12 and additional requirements regarding developmental services. Our career awareness and development program begins at grade 5 providing a comprehensive offering until grade 12. Although we collect data to drive our instruction at the secondary level, we utilize a more formal RTII process at the elementary level. Our health services meets all state requirements regarding health screenings and ensures each student has an individualized approach to meet their specific health requirements.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The district has a comprehensive approach to ensure accurate assessments are conducted to target specific student concerns. The Special Education and Pupil Services offices coordinate services that are integrated into each school which include, but are not limited to, counselors, psychologists, and specialists to address all responses to student needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X

Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district has two Home and School Visitors to assist in the coordination of truancy concerns. They also take an active role in working with counselors, additional staff and community resources. The Pupil Services and Special Education offices also ensure compliance with coordination of 504 and IEP services. Annually the district determines a professional development calendar that offers a full continuum based on the district's goals. The district works closely with community services and liaisons to assist those students being placed in Alternative Education settings.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites		X	X	X
Individual Meetings		X	X	X
Letters to Parents/Guardians		X	X	
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters				
Press Releases	X	X	X	X
School Calendar				
Student Handbook			X	X
Central Dauphin would like to explore offering district-level meetings to convey expectations of the district and to respond to questions. Meetings could address curriculum, transportation, registration and new student concerns.	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

At the elementary level, regular RtII data meetings are held to make decisions regarding necessary interventions. Every student's data is reviewed. At those meetings, interventionists are assigned, and those interventionists collaborate with classroom teachers in grade level meetings. Progress data is managed by Data and Instruction Specialists who make data available to all stakeholders.

Special education teachers also collaborate with classroom teachers at all levels and have access to the classroom teachers' daily lesson plans. Discussions occur about modifications or accommodations based on each student's IEP.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the

community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Child care is not offered at Central Dauphin.
2. Central Dauphin's Department of Curriculum and Instruction meets with pre-school directors yearly through the Foundation for Enhancing Communities at Capital Beginnings and has a plan to coordinate more closely with pre-schools in subsequent years. The goal is to share curriculum, set up school visitations for students and parents, and help pre-schools with training on best practices and interventions.
3. Cooperative related work experience and internship experiences are offered at the high school. Seniors planning to enter the job market immediately following graduation can learn entry level skills through supervised job training. College bound students planning to enter a specialized field of learning can gain practical experience through the internship program. The Special Education department offers work experience programs to students grades 9 through 12. These provide students with an opportunity to work in a variety of ancillary support positions within the district.
4. After-school tutoring is available. Parents/Guardians are able to access the district's tutoring list through the respective building guidance offices or by contacting the Department of Curriculum, Instruction and Assessment. A complete list of available tutors/teachers is kept up-to-date and is available upon request.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

The CDSD makes every effort to ensure that students are educated in the least restrictive

environment (LRE) with supplementary aids and supports. Students at the elementary level are instructed using the RtII Framework that allows for participation in general education classrooms to the maximum extent possible. Use of the RtII tiered model has reduced the number of students identified as being in need of special education services at the elementary level. Additionally, it has afforded identified students the opportunity to receive targeted interventions with non-disabled peers. Targeted skills groups designed to meet the individual learning needs of students are utilized for students at the benchmark, strategic and intensive levels. These groups are taught by either specialists or general education teachers and contain both general and special education students. Project Read Phonology and Handwriting Without Tears have been established as part of the core instructional materials for all students. Both programs have been shown to provide a high degree of success for special education or struggling students and have reduced the number of student referrals for reading and occupational therapy services.

At the secondary level, inclusion models are in effect, allowing students to participate in instruction with their general education peers with supports from learning support teachers and paraeducators. Also, intensive reading and math programs are being implemented that include both identified and non-identified special education students. The programs support double doses of instruction. Special education teachers are continuously collaborating with regular education teachers to ensure that accommodations/modifications are available for students in order that they may effectively participate and achieve in general education classes.

The CDS also employs various specialists to assist in ensuring that students are supported in the LRE. A district Assistive Technology (AT) Coordinator assesses student's technology needs to provide appropriate devices which allow the students to participate with their general education peers. The AT Coordinator will consult with the Capital Area Intermediate Unit (CAIU) Coordinator for specific or unique needs of students. Historically, district and stimulus funds have been used to purchase a significant amount of assistive technology to support students in general education classrooms. ACCESS funds will be utilized for ongoing purchases of technology for students in multiple disability support classes. Assistive software that has been purchased and installed on every computer at the secondary level includes the SOLOS Suite consisting of speech to text, text to speech, word prediction and outlining. A portion of the software is also available at the elementary level. Laptops, iPads, iPod touches, reading pens, adapted keyboards and icon producing software have been purchased and distributed to students in need and their respective teachers. The CDS also utilizes the Pennsylvania Training and Technical Assistance Network short-term loan program for AT trials. The district also purchases its own iPads to ensure adequate supplies of devices for trials. This school year the CDS adopted a "Bring Your Own Device to School" policy. This policy will increase opportunities for student access to technology by providing allowance and structure to the utilization of electronic devices in school for purposes of instruction.

The CDS also employs specialist staff for maximum integration and support of students with specialized needs in the LRE. The CAIU provides ongoing support in the Competent Learner Model (CLM) of autism support classes. CLM is designed for students with

significant disabilities in areas including participation and communication necessary for successful performance in general education classrooms. The CDSD has also partnered with PaTTAN for implementation of Verbal Behavior in elementary autism and multi-disabilities support classrooms. The CDSD also contracts with the CAIU for additional supports in the area of autism and low incidence disabilities. The consultants assist school teams in creating programming for students that promote extensive inclusion opportunities and supports specific to the unique needs of students. Four district behavioral specialists are employed and each focuses on a particular area of expertise: autism, emotional support, and low incidence disabilities. Two vision support teachers, an Orientation and Mobility specialist and a materials specialist, support students who are blind or visually impaired to remain in the LRE. Similarly, an itinerant teacher of the Deaf/Hard of Hearing provides support for students with hearing loss who are placed in general education classrooms. When the IEP team determines a more restrictive placement outside of the district is required in order to appropriately meet the needs of the student, the long-term goal is to transition the student back to the district. Ongoing progress monitoring and frequent IEP team meetings are critical to the success of the student and an effective transition.

The CDSD is committed to ensuring programming, services, and supports for those students in need of behavioral supports. The district has committed to the implementation of Positive Behavior Intervention Supports (PBIS) at the elementary level. Tri-Community and Rutherford have been assessed and awarded banners for implementation with fidelity. South Side and Paxtang will receive their banners this school year. Like RtII, PBIS provides three tiered levels of support based upon the needs of each student. The three district behavioral therapists serve as coaches to the schools and participate in team meetings where behavioral data is analyzed and tiered interventions are determined. Teams are actively attending training with their coaches at the CAIU to continuously develop their supports and interventions.

When a student is referred for evaluation as a result of social/emotional/behavioral needs, the psychologist carefully reviews school level data to determine if the student was provided tiered interventions with fidelity through PBS. When it is determined that a student is in need of an evaluation, school level PBS data, parent input, and observational data is collected. If a student is identified as having an emotional disturbance and is in need of specially designed instruction, Emotional Support services will be offered at the itinerant, supplemental, or full-time levels. It may be determined that students require counseling or consultation with their teacher. Two district social workers provide this service to students at the itinerant and supplemental levels. Students identified as in need of full-time emotional support are placed into emotional support programs within the district. Each full-time emotional support classroom includes a teacher, paraprofessional, and behavioral therapist. The behavioral therapist is contracted through True North Wellness, formerly Adams-Hanover Counseling. Additionally, a district behavioral therapist is available to support the teacher and students directly. The purpose of the behavioral therapist is to provide group counseling daily as well as individual counseling to students as needed when authorized for Access in mental health per the parent(s).

The CDSD utilizes other professional development delivery methods to ensure that all

teachers, related service personnel, and paraprofessionals receive ongoing professional development annually. Two significant ways in which professional development is offered includes Summer Academy and ongoing Department Chair meetings. The Office of Special Education is responsible for the provision of all special education related training as part of Summer Academy. Certain topics must be offered annually because certification requires it. Other topics will be specific to the profession of special education such as understanding special education regulations. Safe Crisis Management and CPR/First Aid are examples. Other topics are offered based upon district and professional needs. These topics may include Collaboration and Communication, IEP Plus training, curriculum implementation, etc. Trainings are offered multiple times throughout the months of June and August.

The CDSO Office of Special Education also has a strong Departmental Chair framework to meet the needs of the various program areas within special education. The Office of Special Education maintains the following Department Chair program positions: low incidence, emotional support, occupational therapists, speech/language therapists, and psychologists. Each month elementary and secondary special education teachers meet as a department. During this time, the teachers separate into respective program areas: Learning Support, Emotional Support, and Low Incidence (Autism, Life Skills, and Multiple Disabilities). Department chairs lead the Emotional Support and Low Incidence teachers. Related service personnel also meet monthly and are led by a selected Department Chair. A supervisor of special education is assigned to each departmental area as an additional support.

A strength of CDSO, special education programs is the continuum of services that are available to meet the needs of all identified students. As previously noted, the CDSO has over 10,000 students of which 1,460 are identified. The district is committed to a strong inclusive program and utilizes the RtII framework of instruction at the elementary level to support all students including those with disabilities. Additionally, the Office of Special Education provides Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Speech and Language Support. All levels of service within each type of support are provided. When students' needs exceed the level of services available within the district, the district seeks appropriate services through outside service providers. As per the "Least Restrictive Environment Facilities" chart identified later in this report, only six percent of students with disabilities are educated by service providers outside of the district.

Extended School Year (ESY), per IDEA, must be offered to all eligible students with disabilities. The CDSO ESY program supports nearly one hundred students each summer. The program is offered Monday through Thursdays during the month of July. The hours are 8 to noon. District teachers, related service personnel, and staff support students in both the elementary and secondary programs. The elementary ESY program is offered at Mountain View Elementary School, and the secondary program is offered at East High School.

This school year, the Office of Special Education has been working to improve upon its outreach to parents. The office is utilizing outside experts for the provision of targeted parent trainings. Also, outreach is being extended to all parents of students within the

district. This topical approach to an extended demographic has yielded greater attendance and more positive feedback. Topics have included the Bullying, the PA Core, and ADD/ADHD.

A significant resource of the CDSO special education program is its staff. Caseloads are reasonable and within the required guidelines as per Chapter 14 regulations. For students with more significant disabilities, additional paraprofessionals will be assigned to the classroom. When individual needs of students are significant, a one to one paraprofessional will be assigned to the student. Three behavioral specialists are employed by the district and assigned to specific classrooms where complex behavioral needs are displayed. These specialists also serve as consultants to teams and are the district trainers for Safe Crisis Management. The district also contracts with three autism specialists to support the teachers and students in the autism support classroom. An assistive technology coordinator provide consultation and support to teams working with students who have needs that require augmentative devices in order to access the curriculum. She also supports teams where students of higher incidence disabilities needs guidance on determining the most appropriate hardware and software to meet the needs of the student in the general education setting (laptop, iPad, etc.).

At the secondary level, the CDSO employs a Work Experience/Transition department. It is staffed by three work experience coordinators, support staff and a contracted job coach. This program supports students who have chosen employment as a post-school transition outcome. It also assists student who might otherwise be in danger of dropping out of school. Work experiences include pre-vocational or volunteer experiences, job placement within the school district or in a competitive setting. Competitive employment can lead to post-graduation job continuation.

CDSO has also partnered with Harrisburg Area Community College to provide high school students with experiences at the community college campus. In their junior years, student with special needs who are considering enrolling in the community college after graduation may attend a one semester course designed to introduce them to the college experience. A variety of topics is covered in the course. A transition lab is also utilized. This lab serves students with more significant disabilities by allowing them to spend more time on the campus, navigate the campus, interact with college mentors, and potentially attend an activity or class of interest.

2.

Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

The Capital Area Intermediate Unit (CAIU) provides services to district pre-school aged children who have been determined to have a disability and in need of services. The district works annually with the CAIU preschool administrative team to provide opportunities for parents to meet the special education administrative team, ask questions of the district in face to face orientation meetings, and attend kindergarten registration.

3. Describe how the LEA provides for a smooth transition from the home setting and

any early childhood care or educational setting the students attend, to the school setting

In the fall of each year, the CAIU provides the potential list of early intervention (EI) students who would be eligible for transition to the school age district program. District special education administrators and EI administrators hold a parent meeting in November in an elementary school. This meeting provides parents an opportunity to meet special education district administrators, hear about our district programs, learn about the transition process, and ask questions.

During the winter months, the district and IU hold transition meetings at the IU with families to learn more about the child's needs and to share next steps in the process.

Families then attend district registration in the spring. At that time, related services personnel participate in the registration process to ensure screenings and paperwork are completed in a timely manner in order to facilitate a smooth transition from EI to school age.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Common Core editions of math and reading texts are utilized. Both have multiple resources for accommodation and differentiation. Books at all levels are provided for use in guided reading and RtII groups to meet the needs of all students. STEM resources are provided for teachers to use in the classroom.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Common Core editions of math and reading texts are utilized. Both have multiple resources for accomodation and differentiation. Books at all levels are provided for use in guided reading and RtII groups to meet the needs of all students. STEM resources are provided for teachers to use in the classroom. Edmentum resources help to provide remediation and differentiation in the areas of math and reading.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Read 180 and System 44 are available at all schools to meet diverse levels of student educational needs in reading. Edmentum resources help to provide remediation and differentiation in the areas of math and reading.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
---	---------------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Read 180 and System 44 are available at both high schools to meet diverse levels of student educational needs.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

This section is not included in the CDS D plan.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

This section is not included in the CDS D plan.

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable

Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

This section is not included in the CDSD plan.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

This section is not included in the CDSD plan.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Most professional development is based on needs assessment data. Teachers also attend Summer Academy sessions based on their domain needs or requirements mandated by the state/district. Faculty meetings and department meetings are used as professional development rather than sharing administrative details. Teachers are being exposed to how to keep lessons/units rigorous and meet the PA Core Standards. They have also been taught how to make these lessons relevant to the life of each student for increased student engagement. Relationships include those with students, parents, co-workers and the community.

Administrators are involved in week long Leadership Academies each year. These sessions are led by district administration and outside presenters as needed. These include observation for good teaching, Danielson review, effective teaching models, evaluation, using data to drive instruction, scheduling for learning, collaboration, Transformational Leadership, engaging teacher leaders, organizing time to ensure learning, special education topics, and developing effective action plans.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/26/2013 Initial training with all district staff
The LEA plans to conduct the required training on approximately:
8/6/2018 Training after 1st 5 year period. New teachers to the district are required to take this training when they start with the district.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/26/2016 Initial training with staff in grades 6-12
The LEA plans to conduct the training on approximately:
8/26/2021 Training after 1st 5 year period. New teachers to the district are required to take this training when they start with the district.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions

Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Our district's professional development is research-based and is focused on the needs established within our survey data. Administrators are not only involved in teacher trainings, but also are involved in administrator trainings for leading instructional initiatives. Teachers are monitored through walkthroughs, observations, and lesson plan review to make sure their lessons are following district expectations. Data is regularly reviewed and used to drive instruction and determine professional development. Additional coaching takes place for those needing more intensive training.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Inductees will receive a minimum of five training days prior to the school year. This training includes sessions in Rigor, Relevance, and Relationships, curricular mapping and lesson planning, understanding the evaluation system and the iObservation system used by CDS, and learning about initiatives that relate to their specific area. Mentors relate how to access and use the SAS site, each school's internal management systems, PBIS, and individual school practices. Mentors are available throughout the year for support. They will continue to work with new teachers to implement the curriculum and follow standards as outlined by the school district.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

n/a

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Surveys of mentors

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors will be trained to actively support the inductees by providing orientation to district policies, practices, procedures and resources, and by providing orientation to the classroom environment, to planning and preparation, to instruction (along with district training) and to professional responsibilities.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

n/a

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Mentors will be approved (ready for hire) from each building. These mentors will be trained and "on hand" to be matched with a similar teacher or specialist entering a particular building. Mentor training will be customized to meet the needs of all staff, both instructional and support. These mentors must be approved at the building and district level as educators with experience, excellent knowledge, cooperative skills, and outstanding performance history.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

n/a

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X		X
Safe and Supportive Schools	X					
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X		X
Accommodations and Adaptations for diverse learners	X					X
Data informed decision making	X	X	X	X	X	

Materials and Resources for Instruction	X					X
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If necessary, provide further explanation.

Most training for inductees takes place in the summer months of June and August during Summer Academy and Induction Week. Other trainings are provided during in-service time in September, October and March. During monthly department and faculty meetings, inductees work with mentors, principals, and department chairs on standards, curriculum, and assessments.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Mentors and inductees meet regularly to discuss pre-designated topics. They are provided with a binder containing important topics and a timeline for the topics to be reviewed. Both are required to document the dates of these discussions. Some of the topics will require the inductee to view modules from the Danielson lessons on the Teachscape site and/or the iObservation videos/videos of exemplar lessons on the Internet.

All inductees will also observe lessons taught by designated teacher leaders.

Reciprocal informal observations will take place between the mentor and the inductee.

They will be required to utilize the Collaborative Instructional Rubric (CIR) after being trained to use the tool. Inductees will be required to use one of the district lesson planning templates, reflect on their lesson using the CIR, and discuss these and collaborate with their mentor. All lesson plans are to be submitted to building administrators the first day of each school week for review.

All inductees will be formally observed four times per year by a building administrator and additionally as needed. Pre- and post-conferences as well as reflective writings will be required. At the conclusion of year one, both the mentor and inductee will forward all documentation of observations, conferences, and topic timeline to the Office of Curriculum, Instruction and Assessment. Mid-year and year-end reflections will be required of both the mentor and inductee.

In subsequent induction years, inductees will continue to have four formal observations, along with all formal observation written requirements. Conferences with principals will continue at least four times per year. In addition, inductees will be required to participate in one Teachscape training module (~8 hours) per semester. The content of the module will be decided by the observing building administrator based on the particular needs of each inductee.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **1756**

Identification Method

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

The Central Dauphin School District utilizes the discrepancy model or the Response to Intervention (RTI) model for determination of specific learning disability. The RTI model may only be used for determining a specific learning disability (SLD) in the area of reading. Prior to using this method, a school must be approved for use following a rigorous approval process from the Pennsylvania Department of Education, Bureau of Special Education. E.H. Phillips, Lawnton, Rutherford, South Side, and Tri Community are the five elementary schools within the district that have received approval for use of the RTI model for SLD determination. All other elementary schools continue to use the framework of RTI for the delivery of research-based instruction and tiered intervention. Elementary students receive their reading instruction through the Houghton Mifflin *Journey* series. Tiered intervention groups are created based upon students' needs. These strategic intervention groups utilize Peer Assisted Learning Strategies (PALS), Language Circle, Six Minute Solution, Comprehension Toolkit, Ladders to Literacy, Road to the Code, Soar to Success and Language for Learning/Language for Thinking. Students requiring more intensive interventions may receive additional instruction using Corrective Reading, Sidewalks, REWARDS, or the Scott Foresman Early Intervention Program. Teachers are trained to deliver programs with fidelity to ensure results. This list of reading interventions is not exhaustive. All interventions are identified in the Central Dauphin School District RTI Manual. Teachers are trained to deliver the programs as intended with fidelity checks occurring to ensure the provision of high quality, effective instruction.

Those schools using the RTI model for identification use the students' performance on

universal screenings to establish a goal line with DIBELS. An appropriate level of intervention is identified based upon this data analysis. Students placed into strategic or intensive tiers of intervention are monitored for progress weekly or bi-weekly. Based upon progress monitoring results, with a minimum of four data points, intervention programs may be changed, intensified or supplemented. Parents are notified of their child's progress through written communication. A child may be identified as having a specific learning disability in reading if after a sufficient amount of time has elapsed (approximately two to three months) using intensive interventions and the rate of progress is inadequate to meet benchmark goals and the student continues to demonstrate below age or grade level performance. A multi-disciplinary evaluation (MDE) is conducted to review all relevant data and make this eligibility determination.

If a Multi-Disciplinary Evaluation is suggested based upon inadequate rate of reading progress, parent permission is sought. In addition to the RTI progress monitoring data that is incorporated into the MDE, the MDE team must determine that learning difficulties are not the result of visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental/economic disadvantage, medication reason, or limited English proficiency. Information from parents is solicited and an observation of the student in the learning environment occurs. The evaluation is conducted within the timelines required by State and Federal regulations.

At the secondary level, grade level teams, student assistance teams, and counselors review student achievement and social/emotional needs. These persons may make referrals for special education evaluation. When such a referral occurs, parent permission for evaluation is sought. The psychologist leading the MDE team reviews cumulative student data to ensure that the student has been exposed to research-based instruction in reading, math, and writing. The psychologist also reviews the data to ensure that the instruction was delivered with fidelity by qualified, trained personnel. This instruction includes delivery of standards-aligned curriculum that is delivered for an adequate period of time in order to rule out lack of instruction as the reason the child is not achieving adequately on their universal screenings which occur three times per year at the elementary level. At the secondary level, quarterly progress, attendance, and discipline referrals may be examined. Achievement, cognitive ability, and other assessments are conducted according to an individual student's need. Examination of the assessment results determine whether a student displays strengths and weaknesses relative to intellectual ability and represents a severe discrepancy between intellectual ability and achievement as compared to the student's age or grade. For identification purposes, the MDE determines that the students' difficulties are not the result of visual, hearing, or orthopedic disability; intellectual disability, emotional disturbance, cultural factors, environmental/economic disadvantage, medication reasons or limited English proficiency.

In addition to assessments, information from parents and teachers is solicited, and an observation of the student in his/her learning environment occurs. Relevant medical

findings and effects of the student's environmental, cultural, or economic background are included in the evaluation report. The evaluation is conducted within the timelines required by State and Federal regulations and then presented to parents for review.

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 Central Dauphin School District collects its data with integrity. The data reviewed in this section for Enrollment Differences is based upon 2016-2017 school year as reported through Child Count and available on the Special Education Data Report website.

Enrollment differences evaluate disproportionate representation of students based upon race/ethnicity and disability category.

Per the 2016-2017 Special Education Data Report, the Central Dauphin School District is disproportionate in enrollment or race/ethnicity by small margins in some areas that are to be noted. First, it is to be noted that for total enrollment data, the district is below the state average for total percent special education population. This is attributed to the strength of the district's referral, evaluation and re-evaluation procedures in place. Students are appropriately identified for special education services and similarly appropriately exited from services as they meet and obtain their IEP goals. All evaluative decisions for eligibility/ineligibility are based on reliable, comprehensive data. The district is 1.93% above the state range in the disability category of Autism. This is attributed to the strength and success of the autism programming and partnership with PATTAN. Some families of students with autism have reported to the district they have relocated to the Central Dauphin School District specifically for autism programming. In the category of intellectual disability, the district exceeds the state range by .35%. This is a decrease when data is reviewed historically over the last three school years and indicative of students who move in and move out of the school district. When the multi-disability category is examined, the district exceeds the state range by .09%. This, again, when reviewed historically over a three year data set is not significant and is indicative of students moving in and out of the district. Lastly, when the category of other health impairment is reviewed, the CDS falls below the state range by 1.31%. This is an outlier when data is examined over a three year period and could be contributed to the ongoing changing dynamics of the district's enrollment or the minor rises in disability categories previously referenced. All other disability categories are within the state average for the 2016-2017 school year.

For race/ethnicity data per the 2016-2017 Special Education Data Report, there are areas to be highlighted in the data. It is relevant to note that this specific data examines the race/ethnicity of students who receive special education services as compared to the districts total race/ethnicity enrollment numbers. In this area, the Central Dauphin School

District exceeds the average in the following categories: Asian, 4.4%, Black/African America, 6.2%, Hispanic, 2.5%, Multiracial, 1.1%. The category of White is below the total district percentage by 5.3%. When the three school year data set is examined as noted previously in the area of race/ethnicity categories there is minor fluctuation. It is critical to highlight that a student's race/ethnicity is not a single determining factor as to if a child is or is not eligible for special education services. The district strictly adheres to Child Find regulations and has in place clearly defined referral procedures to ensure thorough and comprehensive evaluations that are conducted by highly qualified School Psychologists. Furthermore, the Central Dauphin School District has committed to culturally responsiveness training for all staff. Last school year, all district staff participated in culturally responsiveness training on May 16, 2017. Additionally, two full days of cultural competency trainings were delivered to all district administrators in August of 2017. Lastly, the district is in the planning stages for more professional development in this area for the 2018-2019 school year.

The Central Dauphin School District is disproportionate in the area of Educational Environment for special education inside the regular classroom more than 80% of the day by 11.4%. In analysis of three school years of the Special Education Data Report, the 2016-2017 data is not an outlier.

As a result of the Education Environment data, it is important to highlight the strength of the CDS's special education procedures and adherence to the IDEA and Ch. 14 regulations. The Office of Special Education has a strong referral process and provides a comprehensive procedural manual, supporting documents and trainings for staff that ensure delivery of FAPE in the LRE. The district also ensures and closely monitors proper data collection and progress monitoring for every student with an IEP. It is also important to reference that each time an IEP is reviewed or revised a Notice of Recommended Education Placement (NOREP) is issued to parents outlining their child's services. This practice provides parents with the opportunity, at least annually, to formally approve or reject their child's recommended educational placement. Furthermore, as outlined later in this plan, the CDS is fully committed to ensuring students with disabilities are educated in the least restrictive environment in a variety of ways such as: staff trainings, comprehensive core curriculum, RTII, PBIS and partnerships with the CAIU, PaTTAN and other entities. Also, LRE training is scheduled for all staff, including Administrators, for the summer of 2018. One component of staff training will be utilizing a standard matrix for Educational Environment calculations. A parent training session will be delivered on LRE strategies and supports in September of 2018. Additionally, the district has identified low incidence programs at the middle school level that will work strategically with the Office of Special Education to increase its supports and services to students with disabilities in the general education setting for the start of the 2018-2019 school year.

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?

Section 1306 of the Public School Code requires that a local education agency provide educational services to those students who are committed to facilities operating within the boundaries of the district. The CDSO provides education to school-aged students committed to the Dauphin County Prison and Schaffner Youth Center.

The Central Dauphin School District has assigned special and regular education teachers to each of these programs. When a student is committed to a program, the special education teacher notifies the Office of Special Education. Educational records are obtained from the sending school district and provided to the Special Education Supervisor and Special Education Teacher assigned to the program. If all special education documents (Evaluation Report, Re-Evaluation Report, IEP) are current, the IEP is implemented. If documents are expired, parental permission for re-evaluation is sought, and in the interim, the last agreed upon IEP is implemented to the extent possible. The individual will not be without services while the re-evaluation process is completed. District psychologists are assigned to each program respectively.

Historically, but not currently, there have been group homes operated within the boundaries of the district. When a group home houses a student of school age, the student is enrolled as any other student moving into the boundaries of the district. It is important to note this is not a barrier for the district as procedures are in place. The student attends his/her home school when possible. If the student has an IEP that cannot be implemented at the home school, that student receives services at the nearest district school in which FAPE can be provided. In some cases, where an appropriate program does not exist in a district school, the student may be referred for placement at the Capital Area Intermediate Unit or another private school.

The Office of Special Education is obligated to ensure Child Find and the delivery of a free appropriate public education (FAPE). Child Find notices are posted in public areas of each program for families and students to view.

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).

As previously mentioned, the Public School Code, Section 1306, requires a district to offer educational services to students committed to programs operating within its boundaries. The district provides educational services to school aged inmates committed to Dauphin County Prison. Newly committed inmates are identified through "Commitment Lists" that are reviewed daily. "Advisement of Educational Rights and Responsibility" and "Request for

Information" forms are completed by new inmates weekly. These forms are forwarded to the CDSD Office of Special Education and a request for school records is sent to the inmates' self-disclosed school district. Once records are received and students are registered in the CDSD's student management information system, they are provided to the Special Education Supervisor for the Dauphin County Prison who reviews them to determine if all required documents are present and the Evaluation Report (ER), Re-Evaluation Report (RR) and Individualized Education Program (IEP) are current. If current, the IEP is implemented and a graduation plan is developed. A Notice of Recommended Educational Placement (NOREP) is then offered.

If the ER/RR and/or IEP are not current, the CDSD will immediately implement the last agreed upon IEP to the extent possible until a RR can be generated and new IEP developed. A Permission to Re-Evaluate is issued, and the re-evaluation process initiated, culminating in a RR, IEP, and NOREP. The individual will not be without special education programs and services while the special education process is completed.

The CDSD, Office of Special Education, is obligated to ensure Child Find and the delivery of a free appropriate public education (FAPE). Child Find notices are posted in public areas of each program for families and students to see.

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.

The CDSD makes every effort to ensure that students are educated in the least restrictive environment (LRE) with supplementary aids and supports. Students at the elementary level are instructed using the RTI Framework that allows for participation in general education classrooms to the maximum extent possible. Use of the RTI tiered model has reduced the number of students identified as being in need of special education services at the elementary level. The district has begun training to implement the Multi-Tier Systems of Support (MTSS) that encompasses academic and behavior supports to define a tiered, comprehensive system of data driven decision making. The MTSS framework includes RTI

and PBIS. Additionally, RTI/MTSS affords identified students the opportunity to receive targeted interventions with non-disabled peers. Targeted skills groups designed to meet the individual learning needs of students are utilized for students at the benchmark, strategic and intensive levels. These groups are taught by either specialists or general education teachers and contain both general and special education students. Project Read Phonology and Handwriting Without Tears have been established as part of the core instructional materials for all students. Both programs have been shown to provide a high degree of success for special education or struggling students and have reduced the number of student referrals for reading and occupational therapy services.

Additionally, at the elementary level, students who present with a single sound articulation error will be serviced through RTI speech/language support until mastery. Progress reports will be given to guardians at the end of each marking period. As student master the single sound they will be discharged from the RTI group. If the student does not make adequate progress, further testing may be justified and requested.

At the secondary level, inclusion models are in effect in each of the six secondary schools, allowing students to participate in instruction with their general education peers with supports from learning support teachers and paraeducators. Also, when appropriate, intensive reading and math programs are being implemented that include both identified and non-identified special education students. Special education teachers are continuously collaborating with regular education teachers to ensure that accommodations/modifications are available for students in order to effectively participate and achieve in general education classes.

The Central Dauphin School District also provides a robust Work Experience Program for students with disabilities at the secondary level. The district employs three full time professional Work Experience Coordinators, a contracted Job Coach and four paraeducators to support students in this program. The purpose of the Work Experience Program is to teach students work readiness skills and provide them with hands on job experiences. Students are offered various volunteer experiences to build skills. Students are also employed and supported competitively both within the Central Dauphin School District and with employers in the community. This program further supports students being educated in the LRE per their transition plans.

The district also employs various specialists to assist in ensuring that students are supported in the LRE. A district Assistive Technology (AT) Coordinator assesses students technology needs to provide appropriate technology which allows them to participate in the general education environment to greater extents. The AT Coordinator will consult with the Capital Area Intermediate Unit (CAIU) Coordinator for specific or unique needs of students. Historically, district and stimulus funds have been used to purchase a significant amount of assistive technology to support students in general education classrooms. ACCESS funds are also utilized for ongoing purchases of technology for students with disabilities. Assistive software that has been purchased and installed on every computer at the secondary level includes Co:Writer and Snap&Read which consists of speech to text, text to speech, word prediction and outlining. This software is available to all students. Laptops,

iPads, iPod touches, adapted keyboards, optical character recognition software and icon producing software have been purchased and distributed to students in need and their respective teachers. The district also utilizes the Pennsylvania Training and Technical Assistance Network short-term loan program for AT trials. In addition to this resource, the district purchases and maintains its own library of commonly used devices such as iPads and Chromebooks to ensure timely trials are provided to students. The Central Dauphin School District also works with PaTTAN and Bookshare to provide accessible instructional materials for students. The district has a "Bring Your Own Device to School" policy. This policy increases opportunities for student access to technology by providing allowance and structure to the utilization for purposes of instruction.

The Central Dauphin School District also employs specialist staff for maximum integration and support of students with specialized needs in the LRE. The district has partnered with PaTTAN for implementation of the Autism Initiative that utilizes applied behavioral analysis programming in elementary and secondary autism classrooms. This collaboration provides intensive supports for students with significant needs in the areas of communication, behavior and academics. The district utilizes the Competent Learner Model (CLM) for designated autism support classes. CLM is designed for students with autism in areas such as participation and communication necessary for successful performance in their least restrictive environment. The district also contracts with the CAIU for additional supports in the areas of low incidence disabilities to support classrooms across the District. The consultants assist school teams in creating programming for students that promote extensive inclusion opportunities and supports specific to the unique needs of students. The CDS also contracts with the CAIU to recommend students for the Project Search program. If accepted to the program, Project Search provides students with disabilities total workplace immersion and facilitates a seamless combination of classroom instruction, career exploration, and relevant job-skills training through strategically designed internships.

The district is fully committed to positive behavior supports by employing four district Behavioral Specialists to work in all 19 district buildings. The specialists work with IEP teams and teachers in a variety of ways to implement and execute effective classroom management practices, student specific SDIs, Functional Behavioral Assessments and Positive Behavior Support Plans. In addition to working with special education staff and students, Behavior Specialists work with regular education staff and students to implement individualized targeted plans and effective PBIS practices. These tiered school wide supports include individual student data collection to ensure students are not referred prematurely for special education evaluation.

The district also employs teachers of the visually impaired, one who specializes in Orientation and Mobility. The teachers support students who are blind or visually impaired to remain in the LRE. Similarly, an itinerant teacher of the Deaf/Hard of Hearing provides support for students with hearing loss who are placed in special and general education classrooms.

When the IEP team determines a more restrictive placement outside of the district is required in order to appropriately meet the needs of the student, the long-term goal is

always to transition the student back to the district. There are times when students are placed outside of the district by county or state agencies. As of 12/1/17 the district has only 6.1% of its special education population placed outside of the district. Regardless of placement type, the district designates two LEAs who closely monitor and track students who are in placement. This ensures connection with the District. Ongoing progress monitoring and frequent IEP team meetings are held and are critical to the success of the student and an effective transition. The IEP team develops goal oriented plans to transition student back to the district. The data driven plans are monitored closely to ensure student success in the LRE.

The Central Dauphin School District is disproportionate in the area of Educational Environment, Indicator 5, for special education inside the regular classroom more than 80% of the day by 11.4%. In analysis of three school years of the Special Education Data Report, the 2016-2017 data is not an outlier. As a result of the Education Environment data, it is important to highlight the strength of the CDS's special education procedures and adherence to the IDEA and Ch. 14 regulations. As noted previously, the Office of Special Education has a strong referral process and provides a comprehensive procedural manual, supporting documents and trainings for staff that ensure delivery of FAPE in the LRE. The district also ensures and closely monitors proper data collection and progress monitoring for every student with an IEP. It is also important to reference that each time an IEP is reviewed or revised a Notice of Recommended Education Placement (NOREP) is issued to parents outlining their child's services. This practice provides parents with the opportunity, at least annually, to formally approve or reject their child's recommended educational placement. Furthermore, as outlined later in this plan, the CDS is fully committed to ensuring students with disabilities are educated in the least restrictive environment in a variety of ways such as: staff trainings, comprehensive core curriculum, RTII, PBIS and partnerships with the CAIU, PaTTAN and other entities. Also, LRE training is scheduled for all staff, including Administrators, for the summer of 2018. One component of staff training will be utilizing a standard matrix for Educational Environment calculations. Additionally, the district has identified low incidence programs at the middle school level that will work strategically with the Office of Special Education to increase its supports and services to students with disabilities in the general education setting for the start of the 2018-2019 school year.

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.

The Central Dauphin School District is fully committed to ensuring programming, services, and supports for those students in need of behavioral interventions. The district has

committed to the implementation of Positive Behavior Implementation and Support (PBIS) at the elementary and secondary level. All thirteen elementary schools and four of the six secondary schools implement PBIS. The remaining two secondary schools plan to implement PBIS within the next two school years. The four district behavioral therapists serve as coaches to the schools and participate in team meetings where behavioral data is analyzed and tiered interventions are determined. Teams are actively attending training with their coaches at the CAIU to continuously develop their supports and interventions. When a student is referred for evaluation as a result of social/emotional/behavioral needs, the psychologist carefully reviews school level data to determine if the student was provided tiered interventions with fidelity through PBIS. When it is determined that a student is in need of an evaluation, school level PBIS data, parent input, and observational data is collected. If a student is identified as having an emotional disturbance and is in need of specially designed instruction, emotional support services will be offered at the itinerant, supplemental, or full-time level. It may be determined that students require individual or group counseling. Two district Itinerant Emotional Support Counselors provide this service to students at the itinerant and supplemental levels. Students identified as in need of full-time emotional support are placed into emotional support programs within the district. Each full-time emotional support classroom includes a teacher, paraprofessional, and master's level therapist. In some programs, where two emotional support classrooms are housed, one therapist is assigned to both classrooms. Therapists are contracted through Laurel Life, a regional agency focused on behavioral health. The purpose of the master's level therapist is to provide social/emotional group counseling daily as well as individual counseling to students weekly. Therapists also assist in managing crisis situations with designated school staff. Additionally, a district Behavioral Specialist is assigned to support the students and staff in the emotional support programs.

The district also partners with True North Wellness Services to offer school based counseling to all students who are eligible in the district. True North Wellness Services are referral and eligibility based. Students who participate in counseling services with True North do so during non-academic times of their school day. The district is targeted to have True North available in all 19 school buildings by January of 2019. Each school year the district has increased the number of school buildings participating. Central Dauphin High School, Central Dauphin East High School, Swaatra Middle School and South Side Elementary began services in the 2016-2017 school year. Paxtonia Elementary School, North Side Elementary School and Chambers Hill Elementary School began services in September of 2017. Central Dauphin Middle School, Linglestown Middle School, Lawnton Elementary and Rutherford Elementary began services in January of 2018. Tri-Community Elementary, Mountain View Elementary, EH Phillips Elementary and Linglestown Elementary implementation is set for September of 2018 and West Hanover Elementary, Paxtang Elementary and Middle Paxton Elementary are set for implementation in January of 2019.

The Central Dauphin School District also recognizes the need for responsiveness to crisis situations. The Office of Special Education oversees the annual training of administrators, teachers, and paraprofessional in Safe Crisis Management (SCM). SCM contains a high

degree of theory that teaches educational professionals how to recognize behaviors of students that are indicative of escalation. SCM also provides significant training in techniques to de-escalate behaviors. This critical training is provided yearly to staff. Additionally, the district's Safe Crisis Management Instructors offer small group and student based training dictated by student specific or building level needs. The district adheres to the Basic Education Circular presented by PDE that provides guidance on the implementation of PBIS as per the Individuals with Disabilities Education Act (IDEA). The district fully commits to PBIS and a hands-off approach. In situations where a student is presenting as a significant harm to self and others, district staff may exercise an emergency safety physical intervention (restraint) in accordance with IDEA regulations and the training of SCM.

It is also important to note the district has established Board Policy 819 in regards to Suicide Awareness, Prevention and Responsiveness. Additionally, Board Policy 218.2 establishes a Threat Screening Manual and responsive practices district-wide. Each policy outlines strategic practices and procedures for students who are present challenges with significant behavior and mental health concerns.

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 Central Dauphin School District is able to ensure FAPE for all individual students and disability categories. The most challenging groups are those with a dual diagnosis of Autism and Emotional Disturbance or Intellectual Disability and Emotional Disturbance. By cultivating a relationship with multiple educational service providers, placements have occurred for all students. The CDSO relies upon two district social workers who serve as liaisons with community support agencies and outside educational providers. They assist in the referral, intake, and ongoing progress monitoring of students in outside placements. All placements located outside of the district are identified in the 'Least Restrictive Environment Facilities' chart later in this report.

As previously noted, the Central Dauphin School District provides full-time emotional support programs in district that utilize Behavioral Specialists contracted through Laurel Life in order to keep students in the school district. Additionally, an emotional support program for high school age male students is established within the district. The SAIL program, Special Alternative Interactive Program individualizes its programming for a small, unique group of male students. Community service, community based instruction,

work based learning experiences, wellness, and fitness are pillars of the SAIL program. The CDSD programs for all students on the autism spectrum. Students across the spectrum are supported in the least restrictive environment. The Autism Initiative, the Competent Learner Model and social curriculums such as the Zones of Regulation offer a solid foundation to the programming of each classroom that services students on the spectrum. The noted curriculums are not exhaustive. Related service personnel also serve as teams to support individual students and all special education classrooms that serve students on the spectrum. The district also contracts with the CAIU to offer support for individual students on the spectrum when appropriate.

For students with significant needs who must be educated outside of the CDSD, a variety of program choices create educational opportunities unique to the student's strengths and needs. Students may be placed in therapeutic, applied behavior analysis or adventure-based programs. Per the 'Least Restrictive Environment Facilities' chart later in this report, the district contracts with the CAIU, Yellow Breeches, VISTA School, New Story, River Rock Academy, Phase IV, and Capital Academy. As stated previously, it is important to note that the district makes every effort to return students to the district once progress is made. Transition plans are carefully developed for students returning to the district to ensure success in the least restrictive environment. In some cases, a county or state agency may be placed outside of the district. In these cases, the district appoints designated LEAs who collaborate with the outside agencies to ensure students are receiving FAPE and transition back to the district as soon as they are able.

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.

The Office of Special Education has a comprehensive administrative team. The office is comprised of a director, assistant director, five supervisors, two social workers, and five and a half office administrators. This structure enables special education administration and staff to be responsive to parents and meet the regulatory timelines per the IDEA. It also allows a supervisor of special education to be assigned to each building of the district to meet the programmatic needs therein.

The district has a history of strong professional development for staff. All staff are fully certified per their assignment. Our mission is to ensure that all students receive a challenging and dynamic curriculum that prepares them to succeed in a changing, global society by inspiring lifelong learning in a caring, collaborative community. Instruction is designed to move beyond a focus on basic academics to a far greater emphasis on learner engagement and personal skill development. The CDSD has adopted framework that focuses upon rigorous standard based instruction that is relevant the students world around them. And building positive relationships with students to increase learner engagements is a district practice to further extend learning. These three pillars of practice are at the forefront of district planning to design and implement literacy focused professional

development for all staff; including those that support students with disabilities. The CDSO utilizes other professional development delivery methods to ensure that all teachers, related service personnel, bus drivers and paraprofessionals receive ongoing professional development annually. Two significant ways in which professional development is offered includes Summer Academy and ongoing department meetings. The Office of Special Education is responsible for the provision of all special education related training as part of Summer Academy. Certain topics must be offered annually because certification requires it. Safe Crisis Management and CPR/First Aid are examples. Other topics will be specific to the profession of special education for related services providers or disability related needs. Further topics are offered based upon district and professional needs. These topics may include Collaboration and Communication, IEP Plus training, regulatory and legal topics, least restrictive environment, positive behavior supports, curriculum implementation, etc. Trainings are offered multiple times throughout the months of June and August. All staff are required to attend three full days of training annually per their contracts.

The Office of Special Education also has a strong Departmental Chair framework to meet the needs of the various program areas within special education. The Office of Special Education maintains the following Department Chair program positions: learning support – elementary and secondary, low incidence- elementary and secondary, occupational therapy, speech/language therapy, and school psychology. Each designated group meets monthly as a department. Department chairs lead each monthly meeting with a predetermined agenda reflective of overall department goals and consultation with administration. Furthermore, the Emotional Support teachers meet quarterly with special education administrators and the district Behavior Specialists, to address relevant training topics for students identified with emotional disturbance. Also, four times per year, Special Education Supervisors provide half day training both new professional and paraprofessional staff on district specific process and procedures.

A clear strength of the district's special education programs is the continuum of services that are available to meet the needs of all identified students. As previously noted, the CDSO has 1,775 diverse learners with IEPs who require a range of supports and services to meet their unique needs. The district is committed to a strong inclusive program and utilizes the RTI framework of instruction at the elementary level to support all students including those with disabilities. Additionally, the Office of Special Education provides Autistic Support, Emotional Support, Learning Support, Life Skills Support, Multiple Disabilities Support, and Speech and Language Support. All levels of service within each type of support are provided. When students' needs exceed the level of services available within the district, the district seeks appropriate services through outside service providers. As per the "Least Restrictive Environment Facilities" chart identified later in this report, only six percent of students with disabilities are educated by service providers outside of the district.

Extended School Year (ESY), per the IDEA, must be offered to all eligible students with disabilities. The CDSO ESY program supports over one hundred students each summer. The program is offered Monday through Thursday during the month of July. District teachers, related service personnel, and paraprofessional staff support students in both the

elementary and secondary programs. The elementary ESY program is offered at Lawnton Elementary School, and the secondary program is offered at Central Dauphin East High School.

The Office of Special Education greatly values input and collaboration from parents of students with disabilities. In the spring of 2017, the Office of Special Education established SPAC- Special Education Parent Advisory Council. The SPAC group is comprised of parents of students with disabilities in the school district. SPAC comprehensively advises the Special Education Department of strengths and needs in order to continuously improve programming for students with disabilities and outreach to parents in the school district. Additionally, the Office of Special Education offers a host of parent resources on the district's website for families.

The Special Education Office also offers a variety of parent training sessions throughout each school year. When appropriate, outreach is extended to all parents of students within the district when relevant. Examples of training sessions topics delivered are: Autism, Positive Behavior Strategies, Health and Wellness, Homework Support, IEP Regulations, Case Management Unit supports and Office of Vocational Rehabilitation services. Additionally, to increase parent attendance, the CDS is piloting offering child care services to school age children during the parent training sessions for the 2017-2018 school year. A significant resource of the district's special education program is its staff. Caseloads are reasonable and within the required guidelines per Chapter 14 regulations. For students with more significant disabilities, additional paraprofessionals are assigned to the classroom to ensure students are being educated in the least restrictive environment. When individual needs of students are significant, a one to one paraprofessional will be assigned to the student. Four Behavioral Specialists are employed by the district and assigned to specific classrooms where complex behavioral needs are displayed. These specialists also serve as consultants to teams and are the district trainers for Safe Crisis Management. The district also contracts with the CAIU to support teachers of students with low incidence disabilities. An Assistive Technology Coordinator provides consultation and support to teams working with students who have needs that require augmentative devices in order to communicate and access the curriculum. The assistive technology coordinator also supports teams where students of higher incidence disabilities needs guidance on determining the most appropriate hardware and software to meet the needs of the student in the general education setting.

As previously noted, at the secondary level, the Office of Special Education has an established, robust Work Experience/Transition department. It is staffed by three Work Experience Coordinators, support staff and a contracted Job Coach. This program supports students who have chosen employment as a post-school transition outcome. It also assists students who might otherwise be in danger of dropping out of school. Work experiences include pre-vocational or volunteer experiences, job placement within the school district or in a competitive setting. Competitive employment can lead to post-graduation job continuation.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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
Dauphin County Prison	Incarcerated	<p>Inmates of the Dauphin County Prison (DCP) who are of school age and eligible to receive special education programs and services are provided such by a special education teacher assigned full-time to the DCP. Newly committed inmates, regardless of school district affiliation, are identified through "Committment Lists" that are reviewed weekly. "Advisement of Educational Rights and Responsibility" and "Request for Information" forms are also completed weekly by newly committed inmates. These forms are forwarded to the CDSO Office of Special Education, and a request for school records is sent to the inmates' self-disclosed school district. Once records are received, they are provided to the Special Education Supervisor of DCP who reviews them and determines if all required documents are present and current (Evaluation Report, Re-Evaluation Report, Individualized Education Program). If current, the IEP is implemented and a graduation plan is developed. A notice of Recommended Educational Placement will be offered.</p> <p>If the ER or RR and/or IEP are not current, the CDSO will immediately implement the last agreed upon IEP to the extent possible until a re-evaluation report can be generated and a new IEP developed. A Permission to Re-Evaluate is issued and the re-evaluation process is initiated, culminating in a Re-Evaluation Process, and NOREP. The individual will not be without special education programs and services while the special education process is completed.</p> <p>The CDSO also ensures compliance with the Child Find requirement. Child Find information, including special education and protected handicapped students is posted in the lobby of the prison.</p>	13
Schaffner Youth Center	Nonresident	<p>The Central Dauphin School District provides the educational services to students admitted to the Schaffner Youth Center. One special education teacher, one regular education teacher, and a paraprofessional provide instruction and support at the center. Schaffner houses students on a temporary basis. Many of the students are from surrounding districts and communities. The district only reports those students on December 1st in Child Count IF the student is a resident of Central Dauphin School District. While students were enrolled and being educated, none were CDSO students, therefore, the count is 0.</p> <p>When youth enter Schaffner Youth Center, a request for school records is sent to the students' self-disclosed school district. Once records are received, they are provided to the</p>	16

		<p>Special Education Supervisor of Schaffner and the teacher. Both review and determine if all required documents are present and current (Evaluation Report, Re-Evaluation Report, Individualized Education Program). If current, the IEP is implemented, and notice of Recommended Educational Placement completed.</p> <p>If the ER or RR and/or IEP are not current, the CDSD will immediately implement the last agreed upon IEP to the extent possible until a re-evaluation report can be generated and a new IEP developed. A Permission to Re-Evaluate is issued and the re-evaluation process is initiated, culminating in a Re-Evaluation Process, and NOREP. The individual will not be without special education programs and services while the special education process is completed.</p> <p>The CDSD also ensures compliance with the Child Find requirement. Child Find information, including special education and protected handicapped students is posted in the lobby of Schaffner Youth Center.</p>	
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Capital Area Intermediate Unit	Special Education Centers	Autism Support, Dual Diagnosis, Emotional Support, Multiple Disabilities Support, Project Search, and Diagnostic	10
New Story	Approved Private Schools	Autism Support, Emotional Support	15
The Vista School	Approved Private Schools	Autism Support	9
Capital Academy	Approved Private Schools	Emotional Support	13
Yellow Breeches	Approved Private Schools	Emotional Support	16
Phase 4	Other	Emotional Support, Learning Support	6
Janus School	Other	Learning Support	1
River Rock Academy	Approved Private Schools	Emotional Support	6
Melmark	Approved Private Schools	Multiple Disabilities	1
Bradley Center	Other	Emotional Support	2
Lancaster-Lebanon IU 13	Neighboring School Districts	Deaf/Hearing Impaired Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	13	0.9
Locations:				
Central Dauphin East High School - English	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	Life Skills Support	16 to 20	1	0.1
Locations:				
Central Dauphin East High School - English	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	16 to 20	2	0.5
Locations:				
Central Dauphin East High School - Cunningham	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%)	Multiple Disabilities Support	16 to 20	2	0.5
Locations:				
Central Dauphin East High School - Cunningham	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.15
Locations:				
Central Dauphin East Middle School - Healy	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 13	7	0.6
Locations:				
Central Dauphin East Middle School - Healy	A Middle School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	16 to 18	4	1
Locations:				
Central Dauphin High School - Sieke	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	1	0.1
Locations:				
Central Dauphin High School - Dysinger	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	15 to 18	10	0.9
Locations:				
Central Dauphin High School - Dysinger	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.6
Locations:				
Central Dauphin Middle School - Moore	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%)	Life Skills Support	12 to 15	4	0.4
Locations:				
Central Dauphin Middle School - Moore	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 15	6	1
Locations:				
Central Dauphin Middle School - Heath	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.8
Locations:				
Central Dauphin Middle School - Ash	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%)	Life Skills Support	12 to 14	1	0.2
Locations:				
Central Dauphin Middle School - Ash	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	6	1
Locations:				
Central Dauphin High School - Roesch	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***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	9	0.8
Locations:				
Central Dauphin East High School - Blaisure	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	Emotional Support	14 to 18	2	0.2
Locations:				
Central Dauphin East High School - Blaisure	A Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.07
Locations:				
Central Dauphin East High School - Bach	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	Emotional Support	15 to 19	1	0.07
Locations:				
Central Dauphin East High School - Bach	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	Learning Support	15 to 19	12	0.86
Locations:				
Central Dauphin East High School - Bach	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	16 to 20	1	0.1
Locations:				
Central Dauphin East High School - Bender	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	8	0.5
Locations:				
Central Dauphin East High School - Bender	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	Learning Support	16 to 20	7	0.4
Locations:				
Central Dauphin East High School - Bender	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.6
Locations:				
Central Dauphin East High School - Fuhrman	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	Learning Support	15 to 19	8	0.4
Locations:				
Central Dauphin East High School - Fuhrman	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.4
Locations:				
Central Dauphin East High School - Iachini	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	15 to 18	1	0.1
Locations:				
Central Dauphin East High School - Iachini	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	Learning Support	15 to 18	9	0.5
Locations:				
Central Dauphin East High School - Iachini	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator: School District***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	4	0.2
Locations:				
Central Dauphin East High School - Leiter	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	Learning Support	14 to 18	14	0.8
Locations:				
Central Dauphin East High School - Leiter	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.1
Locations:				
Central Dauphin East High School - Sedun	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	Emotional Support	15 to 18	2	0.1
Locations:				
Central Dauphin East High School - Sedun	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	Learning Support	15 to 18	14	0.8
Locations:				
Central Dauphin East High School - Sedun	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	11	0.9
Locations:				
Central Dauphin East High School - Williams-Jaffe	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	Life Skills Support	18 to 21	1	0.1
Locations:				
Central Dauphin East High School - Williams-Jaffe	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 14	1	0.05
Locations:				
Central Dauphin East Middle School - Reithmiller	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 14	7	0.4
Locations:				
Central Dauphin East Middle School - Reithmiller	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	9	0.5
Locations:				
Central Dauphin East Middle School - Reithmiller	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	11 to 14	1	0.05
Locations:				
Central Dauphin East Middle School - Reithmiller	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	11 to 15	4	0.6
Locations:				
Central Dauphin East Middle School - Hoffman	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	3	0.4
Locations:				
Central Dauphin East Middle School - Hoffman	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.6
Locations:				
Central Dauphin East Middle School - Jovanelly	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	7	0.4
Locations:				
Central Dauphin East Middle School - Jovanelly	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.6
Locations:				
Central Dauphin East Middle School - Muretic	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	0.3
Locations:				
Central Dauphin East Middle School - Muretic	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	1	0.1
Locations:				
Central Dauphin East Middle School - Muretic	A Middle School Building	A building in which General Education programs are operated		

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	13 to 15	1	0.08
Locations:				
Central Dauphin East Middle School - Newcomb	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	6	0.3
Locations:				
Central Dauphin East Middle School - Newcomb	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%)	Emotional Support	13 to 15	1	0.1
Locations:				
Central Dauphin East Middle School - Newcomb	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	13 to 15	9	0.5
Locations:				
Central Dauphin East Middle School - Newcomb	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.4
Locations:				
Central Dauphin East Middle School - Vargo	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	10	0.6
Locations:				
Central Dauphin East Middle School - Vargo	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.2
Locations:				
Central Dauphin High School - Bushong	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	Learning Support	15 to 18	12	0.8
Locations:				
Central Dauphin High School - Bushong	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 19	1	0.1
Locations:				
Central Dauphin High School - Simms	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%)	Emotional Support	15 to 19	9	0.8
Locations:				
Central Dauphin High School - Simms	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	Emotional Support	15 to 19	1	0.1
Locations:				
Central Dauphin High School - Simms	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.1
Locations:				
Central Dauphin High School - Witmer, E.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.5
Locations:				
Central Dauphin High School - Witmer, E.	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	Learning Support	14 to 18	6	0.4
Locations:				
Central Dauphin High School - Witmer, E.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

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	6	0.4
Locations:				
Central Dauphin High School - Nielsen	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	Learning Support	14 to 18	8	0.6
Locations:				

Central Dauphin High School - Nielsen	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.4
Locations:				
Central Dauphin High School - Rittner	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	Learning Support	14 to 18	9	0.6
Locations:				
Central Dauphin High School - Rittner	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 18	1	0.1
Locations:				
Central Dauphin High School - Ward	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.9
Locations:				
Central Dauphin High School - Ward	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	4	0.2
Locations:				
Central Dauphin Middle	A Middle School	A building in which General Education		

School - Henry	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.8
Locations:				
Central Dauphin Middle School - Henry	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator: School District***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	0.6
Locations:				
Central Dauphin Middle School - Kerschner	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	6	0.4
Locations:				
Central Dauphin Middle School - Kerschner	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***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	11	0.6
Locations:				
Central Dauphin Middle School - Stephens	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.4
Locations:				
Central Dauphin Middle School - Stephens	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	11 to 13	11	0.6

but More Than 20%)	Support			
Locations:				
Central Dauphin Middle School - Walker	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.4
Locations:				
Central Dauphin Middle School - Walker	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	12	1
Locations:				
Chambers Hill Elementary School - Bates	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	9	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Chambers Hill Elementary School - Gross	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	11	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Chambers Hill Elementary School - Wetherhold	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	1	0.1

Locations:				
E.H. Phillips Elementary School - E.H.Phillips	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	10	0.9
Locations:				
E.H. Phillips Elementary School - Trullinger	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 12	2	0.3
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Lawnton Elementary School - Dauksha	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%)	Autistic Support	8 to 12	5	0.7
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Lawnton Elementary School - Dauksha	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	3	0.4
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Lawnton Elementary School - Hatfield	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	7 to 11	5	0.6
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Lawnton Elementary School - Hatfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	4	0.5
Locations:				
Lawnton Elementary School - Wade	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%)	Autistic Support	5 to 8	3	0.4
Locations:				
Lawnton Elementary School - Wade	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.1
Locations:				
Lawnton Elementary School - Wade	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 11	4	0.3
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Linglestown Elementary School - DeMore	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	7 to 11	11	0.7
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Linglestown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 31, 2015*

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 7	6	0.7
Locations:				
Linglestown Elementary School - Wevadou	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 7	2	0.3
Locations:				
Linglestown Elementary School - Wevadou	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	0.8
Locations:				
Linglestown Middle School - Bradley	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	4	0.2
Locations:				
Linglestown Middle School - Bradley	A Middle School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	0.5
Locations:				
Paxtang Elementary School - Radishofski	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.5
Locations:				
West Hanover Elementary- Albert	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	10 to 11	8	0.5
Locations:				
West Hanover Elementary School - Albert	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	9	0.5
Locations:				
Linglestown Middle School - Dameshuk	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	10	0.5
Locations:				
Linglestown Middle School - Dameshuk	A Middle School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	10	0.5
Locations:				
Linglestown Middle School - Heckard	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	0.5
Locations:				
Linglestown Middle School - Heckard	A Middle School Building	A building in which General Education programs are operated		

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 14	1	0.1
Locations:				
Linglestown Middle School - O'Hara	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%)	Emotional Support	12 to 14	7	0.8
Locations:				
Linglestown Middle School - O'Hara	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.1
Locations:				
Linglestown Middle School - O'Hara	A Middle School Building	A building in which General Education programs are operated		

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	0.16
Justification: caseload update.				
Locations:				
Linglestown Middle School - Kaiser	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	12 to 15	8	0.4
Justification: Teacher maintains a caseload comprised of itinerant and supplemental levels of support. Each				

caseload is within allowable limits.				
Locations:				
Linglestown Middle School - Kaiser	A Middle School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	1	0.3
Locations:				
Linglestown Middle School - Bruno	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%)	Autistic Support	11 to 14	2	0.7
Locations:				
Linglestown Middle School - Bruno	A Middle School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	17	1
Locations:				
Middle Paxton Elementary School - Shema	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	11	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Middle Paxton Elementary School - Koenecke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	7	0.9
Locations:				
Mountain View Elementary School - Decker	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	8 to 11	1	0.1
Locations:				
Mountain View Elementary School - Decker	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	3	0.45
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Mountain View Elementary School - Motter	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%)	Autistic Support	5 to 9	3	0.45
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Mountain View Elementary School - Motter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	1	0.1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Mountain View Elementary School - Motter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 12	14	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Mountain View Elementary School - Stannert	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 7	4	0.7
Locations:				
North Side Elementary School - Dilger	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%)	Autistic Support	6 to 7	2	0.3
Locations:				
North Side Elementary School - Dilger	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.25
Locations:				
North Side Elementary School - Nelson	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	8 to 11	8	0.5
Locations:				
North Side Elementary School - Nelson	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%)	Multiple Disabilities Support	5 to 11	3	0.25
Justification: The parent of the student identified as outside of the age range of the class is notified and the age				

range variance is written in the IEP.

Locations:				
North Side Elementary School- Nelson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	4	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
North Side Elementary School - McDonald	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	12	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Paxtang Elementary School - Burgdorf	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	12	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Paxtonia Elementary School - Chapman	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	18	1
Locations:				
Paxtonia Elementary School - Conrad	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.1
Locations:				
Paxtonia Elementary School - Stricker	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	6 to 9	14	0.9
Locations:				
Paxtonia Elementary School - Stricker	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 8	8	0.8
Locations:				
Paxtonia Elementary School - Yannick	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	6 to 8	2	0.2
Locations:				
Paxtonia Elementary School - Yannick	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	1
Locations:				
SAGE - Ulrich	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #65*Operator:* School District**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	4	0.6
Locations:				
SAIL - Adams	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
Itinerant	Emotional Support	14 to 17	3	0.4
Locations:				
SAIL - Adams	A Senior High School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 31, 2015*Explain any unchecked boxes for facilities questions:* Size of classroom is within the required measurements.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	17	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
South Side Elementary School - Lechner	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.6
Locations:				
South Side Elementary School -	An Elementary	A building in which General		

Lipko	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.4
Locations:				
South Side Elementary School - Lipko	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 11	7	0.5
Justification: Teacher maintains a caseload comprised of full-time and supplemental levels of support. Each caseload is within allowable limits.				
Locations:				
South Side Elementary School - Lodge	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	6	0.5
Locations:				
South Side Elementary School - Lodge	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	4	0.8
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
South Side Elementary School - Walsh	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	6 to 10	1	0.2
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
South Side Elementary School - Walsh	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	12	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Rutherford Elementary School - Dell	An Elementary School Building	A building in which General Education programs are operated		

Program Position #71*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	13	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Rutherford Elementary School - Poleshuk	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72*Operator: School District***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	0.67
Locations:				
Swatara Middle School - Gliem	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	Learning Support	12 to 15	5	0.27
Locations:				
Swatara Middle School - Gliem	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	1	0.06
Locations:				

Swatara Middle School - Gliem	A Middle School Building	A building in which General Education programs are operated		
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Program Position #73*Operator:* School District**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	10	0.6
Locations:				
Swatara Middle School - Kratz	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	6	0.4
Locations:				
Swatara Middle School - Kratz	A Middle School Building	A building in which General Education programs are operated		

Program Position #74 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	7	1
Locations:				
Swatara Middle School - Barwin	A Middle School Building	A building in which General Education programs are operated		

Program Position #75 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.7

Locations:				
Swatara Middle School - Barry	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.3
Locations:				
Swatara Middle School - Barry	A Middle School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.11
Locations:				
Swatara Middle School - Sheaffer	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 14	8	0.44
Locations:				
Swatara Middle School - Sheaffer	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.05
Locations:				
Swatara Middle School - Sheaffer	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	7	0.4
Locations:				
Swatara Middle School - Sheaffer	A Middle School Building	A building in which General Education programs are operated		

Program Position #77 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	4	0.5
Locations:				
Tri Community Elementary School - Radishofski	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	9	1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Tri Community Elementary School - Smee	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 11	1	0.1
Locations:				
Tri Community Elementary School - Treece	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	0.9
Locations:				
Tri Community Elementary School - Treece	An Elementary School Building	A building in which General Education programs are operated		

Program Position #80 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	14	1
Locations:				

West Hanover Elementary School - Hosler	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #81*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	2	0.05
Justification: Teacher maintains a caseload comprised of itinerant and supplemental levels of support. Each caseload is within allowable limits.				
Locations:				
Central Dauphin East High School - Galloway	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.24
Locations:				
Central Dauphin East High School - Galloway	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	Emotional Support	15 to 19	3	0.18
Locations:				
Central Dauphin East High School - Galloway	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	Learning Support	15 to 19	9	0.53
Locations:				
Central Dauphin East High School - Galloway	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	1	0.1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Burns	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	Learning Support	14 to 19	18	0.9
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				

Locations:				
Central Dauphin East High School - Burns	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 20	1	0.1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Hottenstein	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	14 to 20	12	0.9
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Hottenstein	A Senior High School Building	A building in which General Education programs are operated		

Program Position #84*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	5	0.3
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Levarto	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	Learning Support	14 to 19	10	0.7
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Levarto	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	14 to 19	6	0.4

but More Than 20%)				
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Gutshall	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	Learning Support	14 to 19	8	0.6
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Gutshall	A Senior High School Building	A building in which General Education programs are operated		

Program Position #86*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	3	0.2
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Nace	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	Learning Support	14 to 19	12	0.8
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin East High School - Nace	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 19	2	0.2
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Carst	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	4	0.3
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				

range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Carst	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	Learning Support	14 to 19	6	0.5
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Carst	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	2	0.15
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Eckman	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	8	0.6
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Eckman	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	Learning Support	14 to 19	4	0.25
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Eckman	A Senior High School Building	A building in which General Education programs are operated		

Program Position #89*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 19	1	0.1
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				

Central Dauphin High School - Kelton	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	6	0.4
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Kelton	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	Learning Support	14 to 19	8	0.5
Justification: The parent of the student identified as outside of the age range of the class is notified and the age range variance is written in the IEP.				
Locations:				
Central Dauphin High School - Kelton	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90

Operator: Area Vocational Technical School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.5
Locations:				
Dauphin County Technical School - Bathgate	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.5
Locations:				
Dauphin County Technical School - Bathgate	A Senior High School Building	A building in which General Education programs are operated		

Program Position #91

Operator: Area Vocational Technical School

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.5
Locations:				
Dauphin County Technical School - Gage	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.5
Locations:				
Dauphin County Technical	A Senior High	A building in which General		

School - Gaige	School Building	Education programs are operated		
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Program Position #92*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.8
Locations:				
Dauphin County Technical School - Groff	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.2
Locations:				
Dauphin County Technical School - Groff	A Senior High School Building	A building in which General Education programs are operated		

Program Position #93*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.4
Locations:				
Dauphin County Technical School - Hampton	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.6
Locations:				
Dauphin County Technical School - Hampton	A Senior High School Building	A building in which General Education programs are operated		

Program Position #94*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.2
Locations:				
Dauphin County Technical School - Harman	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.8
Locations:				
Dauphin County Technical School - Harman	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.7
Locations:				
Dauphin County Technical School - Homoki	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
Locations:				
Dauphin County Technical School - Homoki	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.6
Locations:				
Dauphin County Technical School - Hensel	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.4
Locations:				
Dauphin County Technical School - Hensel	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.4
Locations:				
Dauphin County Technical School - Kane	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	Emotional Support	14 to 18	8	0.5
Locations:				
Dauphin County Technical School - Kane	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Dauphin County Technical School - Kane	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.9
Locations:				
Dauphin County Technical School - Lynch	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Dauphin County Technical School - Lynch	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.5
Locations:				
Dauphin County Technical School - Kirkham	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.5
Locations:				
Dauphin County Technical School - Kirkham	A Senior High School Building	A building in which General Education programs are operated		

Program Position #100*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.4
Locations:				
Dauphin County Technical School - Kovalik	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.6
Locations:				
Dauphin County Technical School - Kovalik	A Senior High School Building	A building in which General Education programs are operated		

Program Position #101*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.7
Locations:				
Dauphin County Technical School - Motto	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
Locations:				
Dauphin County Technical School - Motto	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	0.6
Locations:				
Dauphin County Technical School - Reitzel	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.4
Locations:				
Dauphin County Technical School - Reitzel	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.4
Locations:				
Dauphin County Technical School - Robinson	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%)	Learning Support	14 to 18	6	0.6

but More Than 20%)				
Locations:				
Dauphin County Technical School - Robinson	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.3
Locations:				
Dauphin County Technical School - Saylor	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	Emotional Support	14 to 18	10	0.3
Locations:				
Dauphin County Technical School - Saylor	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.4
Justification: Teacher maintains a caseload comprised of itinerant and supplemental levels of support. Each caseload is within allowable limits.				
Locations:				
Dauphin County Technical School - Saylor	A Senior High School Building	A building in which General Education programs are operated		

Program Position #105*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.5
Locations:				
Dauphin County Technical School - Sipling	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.5
Locations:				
Dauphin County Technical School - Sipling	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106*Operator:* Area Vocational Technical School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 18	10	0.8
Locations:				
Dauphin County Technical School - Wagner	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.2
Locations:				
Dauphin County Technical School - Wagner	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107*Operator: Area Vocational Technical School***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.6
Locations:				
Dauphin County Technical School - Wolfe	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.4
Locations:				
Dauphin County Technical School - Wolfe	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 18	1	0.1
Locations:				
Dauphin County Prison - Smith	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
Itinerant	Learning Support	17 to 18	7	0.5
Locations:				
Dauphin County Prison - Smith	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
Itinerant	Emotional Support	17 to 18	5	0.4
Locations:				
Dauphin County Prison - Smith	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #109*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	17 to 18	2	1
Locations:				
Schaffner - Gleason	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #110*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	23	0.92
Justification: Teacher is a speech and language therapist that services students at the itinerant level in grades kindergarten through five.				
Locations:				
Linglestown Elementary School-Muchoney	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	11 to 14	2	0.08
Locations:				
Linglestown Middle School-Muchoney	A Middle School Building	A building in which General Education programs are operated		

Program Position #111*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	3	0.33
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
South Side Elementary School-Noone	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 10	6	0.67
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Mountain View Elementary School-Noone	An Elementary School Building	A building in which General Education programs are operated		

Program Position #112*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	13	0.76
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
South Side Elementary School-Hall	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 10	4	0.24
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
West Hanover Elementary School-Hall	An Elementary School Building	A building in which General Education programs are operated		

Program Position #113*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	15	1
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Paxtonia Elementary School-Schorr	An Elementary School Building	A building in which General Education programs are operated		

Program Position #114*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	21	0.6
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
EH Phillips Elementary School-Wheeler	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 10	15	0.4
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				

Tri-Community Elementary School-Wheeler	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #115*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	8	1
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
North Side Elementary School-Hankey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #116*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	3	0.25
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Paxtonia Elementary School-Penn	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 10	8	0.67
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Middle Paxton 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 9	1	0.08
Locations:				
Mountain View Elementary School-Penn	An Elementary School Building	A building in which General Education programs are operated		

Program Position #117*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	12	1
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				

Locations:				
Lawton Elementary School-McAnulty	An Elementary School Building	A building in which General Education programs are operated		

Program Position #118*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	16	0.6
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Rutherford Elementary School-Mashas	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 10	11	0.4
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Paxtang Elementary School-Mashas	An Elementary School Building	A building in which General Education programs are operated		

Program Position #119*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 6	1	0.1
Locations:				
West Hanover Elementary School-Starsinic	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 14	2	0.2
Locations:				
Central Dauphin East MS-Starsinic	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 14	1	0.1
Locations:				
Susquehanna Township Middle School-Starsinic	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Blind or Visually Impaired Support	8 to 9	2	0.2
Locations:				
Paxtonia Elementary School-Starsinic	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 14	1	0.1
Locations:				
Swatara Middle School-Starsinic	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 7	1	0.1
Locations:				
East Hanover 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	6 to 8	2	0.2
Locations:				
North Side Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #120*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	8	0.35
Locations:				
Central Dauphin East Middle School-Geib	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	11 to 14	15	0.65
Locations:				
Central Dauphin Middle School-Geib	A Middle School Building	A building in which General Education programs are operated		

Program Position #121*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	13	1

Locations:				
Swatara Middle School-Light	A Middle School Building	A building in which General Education programs are operated		

Program Position #122*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	13	0.5
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Mountain View Elementary School-Fazio	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 10	12	0.4
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Chambers Hill Elementary School-Fazio	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 10	1	0.1
Justification: Speech and language therapists services students at the itinerant levels in grades kindergarten through five.				
Locations:				
Paxtonia Elementary School-Fazio	An Elementary School Building	A building in which General Education programs are operated		

Program Position #123*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	20	0.45
Justification: Speech and language therapists services students at the itinerant levels in grades nine through twelve.				
Locations:				
Central Dauphin High School-Erickson	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	15 to 21	24	0.55
Justification: Speech and language therapists services students at the itinerant levels in grades nine through twelve.				

Locations:				
Central Dauphin East High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #124 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	9	1
Locations:				
Central Dauphin High School - Kazi	A Senior High School Building	A building in which General Education programs are operated		

Program Position #125 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	7	1
Locations:				
Swatara Middle School - Myers	A Middle School Building	A building in which General Education programs are operated		

Program Position #126 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	3	0.4
Locations:				
Central Dauphin High School-Mulford	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	14 to 18	4	0.6
Locations:				
Central Dauphin High School - Mulford	A Senior High School Building	A building in which General Education programs are operated		

Program Position #127 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	8	0.5
Locations:				
South Side Elementary-Lechner	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	9	1
Locations:				
Paxtonia-Smyser	An Elementary School Building	A building in which General Education programs are operated		

Program Position #129 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	4	1
Justification: Parents are notified of age range and written permission is documented in the IEP.				
Locations:				
North Side Elementary - Short	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 8	7	1
Locations:				

North Side Elementary - Feiler	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #131 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* October 19, 2015**PROGRAM SEGMENTS**

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

Program Position #132 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 10	2	1
Locations:				
Lingletown Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #133 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 17, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 16	5	1
Justification: This program is operated by the CAIU #15. As host district I do not have access to the IEPs and justification for the age range difference.				
Locations:				
Central Dauphin Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #134 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	8	1
Locations:				
Linglestown Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #135 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	1
Locations:				
CDMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #136 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 24, 2016**PROGRAM SEGMENTS**

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

Program Position #137 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 24, 2016**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:				
Lawnton Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District-wide	1
Assistant Director of Special Education	District-wide	1
Special Education Supervisor	District-wide	5
Social Worker	District-wide	2
Itinerant Emotional Support Counselor	District-wide	2
Behavioral Specialist	District-wide	4
Psychologist	District-wide	11
Physical Therapist	District-wide	1
Occupational Therapist	District-wide	6
Access Coordinator	Administration	1
Paraprofessional	District-Wide	166
Administrative Assistant	Administration	4.5
Transition Coordinators	High Schools	3
Teacher of the Blind and Visually Impaired Consultant	District-Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Job Coach	Outside Contractor	4 Days
Nursing	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Low Incidence Consultation	Intermediate Unit	100 Hours
Audiology	Intermediate Unit	70 Hours
Nursing	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Emotional Support Therapist	Outside Contractor	5 Days
Bilingual School Psychologist (Per Referral)	Outside Contractor	4 Hours
Deaf/Hard of Hearing Interpreter	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

The following secondary level concerns (from schools that were previously required to submit a Comprehensive Plan) were repeated.

Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

District Accomplishments

Accomplishment #1:

Diversity

Accomplishment #2:

Curriculum, Instruction and Assessment: Data driven-instruction and curricular upgrades/adjustments

Accomplishment #3:

College and Career Readiness

Accomplishment #4:

Teaching with Technology

Accomplishment #5:

Safety

Accomplishment #6:

Caring community stakeholders

Accomplishment #7:**Recognition of success and barriers/limited resources****Accomplishment #8:****Variety of courses at the secondary level****Accomplishment #9:****Central Dauphin's reputation in the community****Accomplishment #10:****Class sizes****Accomplishment #11:****Positive Behavioral Interventions and Supports (PBIS)****District Concerns****Concern #1:****Social/emotional needs of students****Concern #2:****Communication****Concern #3:****Academic support for struggling students****Concern #4:****Need to challenge/grow higher-level students****Concern #5:****Gaps in scores****Concern #6:****Address behavior problems- utilize PBIS with fidelity**

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Social/emotional needs of students

Communication

Systemic Challenge #2 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Social/emotional needs of students

Communication

Academic support for struggling students

Need to challenge/grow higher-level students

Gaps in scores

Address behavior problems- utilize PBIS with fidelity

Systemic Challenge #3 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Social/emotional needs of students

Academic support for struggling students

Need to challenge/grow higher-level students

Gaps in scores

Address behavior problems- utilize PBIS with fidelity

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Communication

Academic support for struggling students

Need to challenge/grow higher-level students

Gaps in scores

District Level Plan

Action Plans

Goal #1: Establish a district system to promote and communicate social and emotional learning by strengthening school, family and community engagement by ensuring that the district's culture is welcoming, supportive, safe and caring, and by teaching the competencies needed for all stakeholders to play a part in creating a healthy environment.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: SEL survey

Specific Targets: BOY/EOY results show 5% increase in participation.

Strategies:

Social Emotional Learning (SEL) Curriculum

Description:

An evidence-based program containing specific lessons to help children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

CDSD Newsletter and Website

Description:

The district will establish a framework for expected communication from all 19 schools. The district will also ensure the district webpage will include user-friendly language and ease of use for all stakeholders in the CDSD.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Create SEL Leadership Team

Description:

A SEL Leadership team will be created that includes...

This step will be completed on a yearly basis.

Evidence: List of team members

Start Date: 9/4/2018 **End Date:** 9/1/2021

Program Area(s):

Supported Strategies:

- Social Emotional Learning (SEL) Curriculum

Review SEL Curriculum Vendors

Description:

The SEL team will meet to discuss and review different SEL curriculum that will meet the needs of CDSD students and faculty. Ultimately, this step will lead to purchasing the SEL curriculum.

Evidence: Curriculum presentations, review materials

Start Date: 8/1/2018 **End Date:** 1/1/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Social Emotional Learning (SEL) Curriculum

Implement SEL Curriculum District-Wide

Description:

Upon purchasing an SEL Curriculum, CDSD will train and support staff district-wide over the course of a year.

Evidence: implementation plan, training schedule

Start Date: 6/10/2019 **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies:

- Social Emotional Learning (SEL) Curriculum

Improve and provide training on the CDSD Website

Description:

The CDSD webpage will reflect a user-friendly experience for all stakeholders in the district, as well as provide training at the building level for families and community members at orientation, back-to-school night, and registration.

Evidence: sign in sheets for those who are attending

Start Date: 8/26/2019 **End Date:** 1/1/2020

Program Area(s):

Supported Strategies:

- CDSD Newsletter and Website

Establish and disseminate a framework for a building newsletter

Description:

CDSD will determine a framework that each building will follow when creating a monthly building newsletter to maintain consistency across the district. This information should include, but not limited to:

1. Principal's message
2. Upcoming events
3. Student highlights
4. Team/Grade highlights
5. Extra curricular activities
6. PTA Notes
7. Did you know (resources and services that are available to families who may benefit)

This step will be evaluated at the beginning of each SY 2019.

Evidence: All buildings will have a monthly newsletter by the end of SY 2019

Start Date: 8/26/2019 **End Date:** 1/1/2020

Program Area(s):

Supported Strategies:

- CDSD Newsletter and Website

Maintain Consistency of Online Calendars

Description:

Each building will update their online calendar.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- CDSD Newsletter and Website

Professional Development on SEL strategies

Description:

Staff will be involved in professional development on SEL curriculum and strategies.

Evidence: agendas, sign-in sheets

Start Date: 9/19/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Social Emotional Learning (SEL) Curriculum

Goal #2: Students, families, school staff, and community members will establish reciprocal relationships in order to increase student academic achievement.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Kindergarten Transition Night Attendance

Specific Targets: 10% increase in parent participation district-wide

Type: Interim

Data Source: Family Engagement Nights Attendance

Specific Targets: 10% increase in parent participation district-wide

Type: Annual

Data Source: PSSA Math

Specific Targets: 2.5% increase in the percentage of students who are proficient or advanced each year

Strategies:

Early Childhood Transition

Description:

Significant changes occur for all of us at different times in our lives. When children in preschool early intervention reach the age of 5 or 6, they will move on to a school-age program. Examples of school-age programs are public schools, charter schools, and home education programs. During this transition to a school-age program, it is important for families to have as much information as possible about the process. The Bureau of Special Education (BSE) and the Bureau of Early Intervention Services (BEIS) have developed this guide to help families learn more about transition from preschool early intervention to a school-age program. (Sources: [Understanding Early Childhood Outcomes Family Tip Sheet](#) , [The Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents](#))

SAS Alignment: Materials & Resources

Family Engagement

Description:

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement.

(Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

SAS Alignment: Instruction, Materials & Resources

Effective Teaching Principles

Description:

Effective math instruction encompasses hands-on opportunities, effective questioning, conceptual understanding and the ability to allow kids to apply their learning to real-world situations.

SAS Alignment: Instruction

Implementation Steps:

Maintain Central Dauphin's Prenatal to 3rd Grade Team

Description:

Central Dauphin's Pre-K Transition team will meet at least 6 times per year to:

1. Create and distribute Kindergarten readiness materials to local educational and non-educational agencies in order to inform families of the prerequisite skills of Kindergarten.
2. Provide family nights at the elementary level to support families with education on how to help their child grow academically.
3. Hold Kindergarten transition nights to build relationships with families of incoming CDSK Kindergarten students.
4. Attend community events to provide information to the public.

Evidence: list of members, meeting agendas, meeting notes, sign-in sheets

Start Date: 9/1/2018 **End Date:** 9/1/2021

Program Area(s): Student Services

Supported Strategies:

- Early Childhood Transition

- Family Engagement

Review CDSD Kindergarten curriculum and instructional strategies.

Description:

CDSD will meet annually with the staff of local early childhood centers to review Central Dauphin's kindergarten curriculum and instructional strategies with the intent of building continuity between the district and the early childhood centers in our footprint.

Evidence: Meeting notes, agenda, sign-in sheets

Start Date: 10/1/2018 **End Date:** 10/1/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Early Childhood Transition

Create a team of K-6 Math teacher leaders

Description:

A team of K-6 teachers representing 17 of CDSD's buildings will receive math content knowledge and instructional strategies training to provide turnaround training to building staff.

Evidence: training attendance, faculty meeting agendas, Summer Academy session agendas, sign-in sheets

Start Date: 10/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Effective Teaching Principles

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Observations and Walk-Throughs

Specific Targets: At least 80% of teachers are using the strategies and techniques learned in the professional development sessions in their classroom.

Strategies:

Professional Development

Description:

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness".

SAS Alignment: None selected

Implementation Steps:

Teaching Diverse Learners in an Inclusive Setting

Description:

Differentiated instruction and assessment, also known as differentiated learning or, in education, simply, differentiation, is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms

of: acquiring content; processing, constructing, or making sense of ideas (wikipedia).

Evidence: Agendas, sign-in sheets

Start Date: 6/8/2020 **End Date:** 8/23/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

Language and Literacy Acquisition

Description:

Staff will receive professional development on language and literacy acquisition. The district will create short and long-term plans that will address the needs of students and staff.

Evidence: agendas, sign-in sheets

Start Date: 6/8/2020 **End Date:** 8/23/2021

Program Area(s): Professional Education

Supported Strategies:

- Professional Development

among learners, how they learn, learning preferences, and individual interests (Algozzine & Anderson, 2007).

Designed to Accomplish

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.
	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 and district 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.

LEA Whole Group Presentation

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	New Staff		High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of participant lesson plans

LEA Goals Addressed:		Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.							Strategy #1: Professional Development	
Start	End	Title			Description					
6/8/2020	8/23/2021	Language and Literacy Acquisition			Staff will receive professional development on language and literacy acquisition. The district will create short and long-term plans that will address the needs of students and staff.					
					Evidence: agendas, sign-in sheets					
		Person Responsible Office of Pupil Services and Office of Curriculum, Instruction and Assessment			SH 3.0	S 25	EP 40	Provider CDSD	Type School Entity	App. Yes

Knowledge

Provides the knowledge and skills to think and plan strategically. This will ensure that teaching materials and interventions for students are aligned to PA's Academic and Core Standards.

Supportive Research

Effective teaching practices encompass more than lesson plans - they define the arrangement of classrooms, how teachers allocate instructional time, the supplemental resources they select, how they determine whether their students are learning, and the way they communicate with students' families.

Designed to Accomplish

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 and district 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

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
		Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
		School counselors		High (grades 9-12)
		Paraprofessional		
		New Staff		

	Other educational specialists	
	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	
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods
	Peer-to-peer lesson discussion	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Lesson modeling with mentoring	Student PSSA data
		Standardized student assessment data other than the PSSA
		Classroom student assessment data
		Review of participant lesson plans

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

Affirmed by Ford Thompson on 11/7/2018

Board President

Affirmed by Carol Johnson on 11/7/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Ford Thompson on 5/30/2018

Board President

Affirmed by Carol Johnson on 5/30/2018

Superintendent/Chief Executive Officer