

Profile and Plan Essentials

LEA Name		AUN	
Dunmore SD		119352203	
Address 1			
300 W Warren St			
Address 2			
City		State	Zip
Dunmore		PA	18512
Director of Special Education Name			
Kaley Noone			
Director of Special Education Email			
Noonek@dunmoreschooldistrict.net			
Director of Special Education Phone Number		Director of Special Education Ext	
5703462043		340	
Chief Administrator Name			
Mr John Marichak			
Chief Administrator Email			
marichakj@dunmoreschooldistrict.net			

Special Education Students

Total Number of Students Receiving Special Education 325

School District Total Student Enrollment 1488

Percent of Students Receiving Special Education 21.8

Steering Committee

Name	Position/Role	Building	Email
Kaley Noone	Director of Special Education	Dunmore SD	Noonek@dunmoreschooldistrict.net
John Marichak	Superintendent	Dunmore SD	marichakj@dunmoreschooldistrict.net
Danielle Pensack	Director of Curriculum	Dunmore SD	pensackd@dunmoreschooldistrict.net
Matthew Quinn	Building Principal	Dunmore El Ctr	quinnm@dunmoreschooldistrict.net
Timothy Hopkins	Building Principal	Dunmore JSHS	hopkinst@dunmoreschooldistrict.net
Bridget Sotak	Special Education Teacher	Dunmore JSHS	mcmynneb@dunmoreschooldistrict.net
Dana Lindemuth	General Education Teacher	Dunmore JSHS	lindemuthd@dunmoreschooldistrict.net
Michael Coleman	Board Member	Dunmore SD	colemanm@dunmoreschooldistrict.net
Maura Reilly	Parent	Dunmore El Ctr	reillym@dunmoreschooldistrict.net

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

Yes

24 P.S. §1306 facilities				
Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
St. Joseph's Center	Residential Setting		Other	12

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

The Dunmore School District has demonstrated the ability to locate and provide appropriate educational programming to all students of the Dunmore School district, including the resident students of Saint Joseph's Center located in Dunmore, Pennsylvania. Saint Joseph's Center is a residential care facility that services individuals diagnosed with Intellectual Disabilities and/or Developmental Delays. The Dunmore School District in conjunction with Saint Joseph's Center and the Northeastern Educational Intermediate Unit 19, follow Chapter 14 regulations in locating, identifying, evaluating, and offering FAPE to all eligible students. The Director of Special Education acts as the LEA and oversees all programming for students between the ages of birth to 21.

2. Describe the district’s procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Presently, there are no problems or barriers that exist which may limit the District's ability to meet its obligations under Section 1306 of the Public School Code. Dunmore School District has an open line of communication with Saint Joseph's Center who notifies the district of incoming students no later than one business day after registration. Dunmore School District submits form PDE 4605 to the school district of residence and requests educational records for enrollment. Dunmore School District then convenes the IEP team to determine educational placement, always considering education in the least restrictive environment first. The Dunmore School District understands its responsibility for FAPE, Child find, reporting progress, appointing a surrogate and communicating with the school district of residence.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**
No

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

Dunmore School District is not a host district for juvenile or adult incarceration facilities. Dunmore School District recognizes its obligation to ensure incarcerated students that reside within the district's boundaries are located, evaluated, and provided a free and appropriate public education. In the event of a student incarceration, the school district would work with Lackawanna County Probation and the host school district to ensure the student is provided with a free and appropriate public education.

Least Restrictive Environment

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

Due to our small district size, Dunmore does not offer a full continuum of services for all areas of special education. We currently offer a full continuum of services in the areas of Learning Support, Autistic Support, and Emotional Support. Right now, Dunmore does not offer the level of support needed for many of our students on campus, in turn, students are placed in alternative settings so their needs can be met. As our low-incidence populations increase and we have an appropriate age range of students with needs, we will consider opening more classrooms to help services our students on our campus. The Dunmore School District is committed to ensuring that all students are provided a free and appropriate public education in the least restrictive environment. Dunmore School District employs procedures to ensure to the maximum extent appropriate, that children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the general education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. The district provides itinerant, supplemental, and full time support services in learning support, autistic support, and emotional support. Services in each area are determined on an individual basis with members of the IEP team. Beginning in the 2023-2024 school year, the district partnered with Step by Step in order to provide group ABA supports. This allows for our students with ABA needs to better access the general education environment. During the 2023-2024 school year, the district received support through the PDE systematic supports grant, and have been providing additional support and training to the teachers in the areas of delivery of instruction and differentiation. After reviewing the data from the SEDR report, it is noted that our LRE in the category of "in the regular class 80% or more" was under the state average by 3.7%. In the category of "SE in other settings", our LEA is over the state average by 3%. We will continue to work to close those discrepancies and be more closely aligned with the state average as we expand our in-district offerings through our SEPRNs.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The district recently adopted the PASS screener for all students. We use this data to drive our tier 2 interventions and to run small groups to address social/emotional needs. The district has also partnered with Scranton Counseling Center in order to provide support to our students through a School-Based Behavioral Health team. An outside counselor from Scranton Counseling Center also visits 2x per week to address the needs of students that might not need the intensity of a school-based team, but still needs support. The DSD just hired a district-wide crisis counselor that will begin in the 2022-2023 school year to address the needs of all students in not only a reactive way when crisis occurs, but a proactive way with the data we have collected. For the 2022-2023 and 2023-2024 school year, the district partnered with Friendship House to bring on a social worker that runs group and individual sessions with students and also assists with any crisis situations.

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

The DSD is committed to ensuring that to the maximum extent appropriate, that all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow success in all classes. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment/placement if deemed appropriate and necessary by the student's IEP team. This decision is made based on all data review and student performance. The district has continued to make improvements in the area of LRE consistently. Prior to an identified student being placed in an out-of-district educational placement, the student's IEP team will convene and review all data. This data may include but is not limited to : educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc. The Special Education Director also maintains a close relationship with the Curriculum Specialist, building administrators, related service providers, and outside agencies to ensure that the students of the DSD receive a full continuum of

services/supports within the LRE. The DSD contracts to the NEIU 19 and other private facilities when a student's needs cannot be met within the district. When this occurs, the DSD works closely with the family to secure their input in the process. The DSD makes it possible to work closely with the family in understanding that although the student is placed outside the district they continue to be a member of the Dunmore School District. The LEA participates in all IEP and progress monitoring meetings. The DSD makes certain that students who are able to participate in extra- curricular and athletic activities participate to the fullest extent possible. The DSD works diligently on developing a plan/program for bringing students back to their home district. The DSD utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, by attending various webinars offered at the IU 19, on-site training by IU 19 staff, and/or by traveling to the PaTTAN site in Harrisburg or Malvern. Members of the DSD faculty and staff have received extensive training in a variety of programs, exclusively the Common Core Standards, and Keystone Exams; along with Standards Based IEPs, Aims Web Progress Monitoring, Acadience, 4-site, CDTs, TACT2, School Wide Positive Behavioral Support, Truancy Elimination, Indicator 13 Transition Methods, Study Island, Differentiated Instruction, co-teaching methods. During the 2023-2024 school year, the district received support through the PDE systematic supports grant, and have been providing additional support and training to the teachers in the areas of delivery of instruction and differentiation. During the 2023-2024 school year, the district was awarded a grant for a 3 year pilot of a disability inclusive curriculum. Dunmore has partnered with PDE, PATTan, our local IU 19, Mikayla's Voice, and Unified Sports in order to build a more inclusive environment for all of our students. Using the grant, we had the opportunity to order communication boards to be posted around campus, the books and resources to instruct students on the positive contributions of people with disabilities to our society, and provided school wide trainings on the topic of disability and inclusion.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

The DSD makes use of all supplementary aids and services possible in order to ensure meaningful participation of students with disabilities in extracurricular activities. This list is not limited to 1:1 supports, transportation, or any other supports necessary for participation.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Special Education Director also maintains a close relationship with the Curriculum Specialist, building administrators, related service providers, and outside agencies to ensure that the students of the DSD receive a full continuum of services/supports within the LRE. The DSD contracts to the NEIU 19 and other private facilities when a student's needs cannot be met within the district. When this occurs, the DSD works closely with the family to secure their input in the process. The DSD makes it possible to work closely with the family in understanding that although the student is placed outside the district they continue to be a member of the Dunmore School District. The LEA participates in all IEP and progress monitoring meetings. The DSD makes certain that students who are able to participate in extra- curricular and athletic activities participate to the fullest extent possible. The DSD works diligently on developing a plan/program for bringing students back to their home district.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The DSD has recently found a need in to expand in the areas of Middle School Autistic Support and Elementary Emotional Support. On March 21, 2022, a SEPRN was created in order to build capacity in both of these areas in an effort to provide a full continuum of services for our students. The district will continue to monitor their data and expand wherever necessary.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
New Story Wyoming	Licensed Private Academic		New Story	Emotional Support	1
SOAR	Other	Public Intermediate Unit	NEIU 19	Autistic Support	1
NEIU 19 Learning Campus	Other	Public Intermediate Unit	NEIU 19	Emotional Support	1
Electric City Academy	Other	Neighboring Public School	Scranton School District	Autistic Support	1
Graham Academy	Licensed Private Academic		Graham Academy	Emotional Support	1
NEIU 19 Learning Campus	Other	Public intermediate unit	NEIU 19	Multiple Disabilities Support	2
Harbor Creek	Other	Residential Treatment Facility	Harbor Creek	Learning Support	1
Abraxis	Licensed Private Academic		Abraxis	Emotional Support	1
NEIU 19 Learning Campus	Other	Public Intermediate Unit	NEIU 19	Autistic Support	4
CHOR	Licensed Private Academic	Residential Treatment Facility	Chester County IU	Emotional Support	1

Positive Behavior Support

Date of Approval

2017-12-13

Uploaded Files

behavior policy.docx

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

Beginning in the 2021-2022 school year, the district implemented the PASS screener for all students district wide. This screener allows the team to monitor student's mental health and well-being. Data collected from the screener is utilized to form support groups for students. During the 2022-2023 school year, the district hired a K-12 crisis counselor to assist all students. The district recently partnered with Friendship House in order to bring on a social worker to assist with running group and individual sessions for students as a proactive approach, as well as assisting with any crisis situations that may occur. The Dunmore School District is committed to the implementation of a school-wide positive behavioral support program, primarily within the Dunmore Elementary Center K-6 to reinforce positive behaviors of all students. This program was implemented in the 2014-2015 school year and continues to provide successful positive reinforcement to all students. The team members include, guidance counselors, administration, school psychologist, parents, teachers, and staff. The ultimate goal of the Dunmore School District is to further implement a school wide positive behavior support program in the middle school and the high school as well, in order to provide a continuum of emotional and social support services district wide. As a primary component of the school-wide positive support program, the district will collaborate with our local Intermediate Unit 19, to provide on-going training for all faculty and staff. Once data is reviewed, there may be some occurrences where a Functional Behavioral Assessment (FBA) may be considered and/or completed in order to systematically examine an individual student's behavior to assist in determining the purpose of a behavior. When a student is identified as presenting a behavior that is impeding his/her participation/success within the general curriculum, a Child Study Team meeting will be convened in order to discuss the specific behavior and develop an appropriate plan of intervention to track and analyze the behavior which will then lead to the development of a Positive Behavioral Support Plan.

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.

Teachers are being trained in TACT 2, (Therapeutic Aggression Control Techniques) which is a comprehensive verbal and physical intervention program for agencies serving high risk children, youth, and young adults. We have two teachers on staff that are certified trainers in TACT 2. Staff is trained to respond to behavior that may require immediate intervention using deescalation techniques, and if necessary, restraint techniques.

3. Describe the district positive school wide support programs.

The Dunmore School District is committed to the implementation of a school-wide positive behavioral support program, primarily within the Dunmore Elementary Center K-6 to reinforce positive behaviors of all students. This program was implemented in the 2014-2015 school year and continues to provide successful positive reinforcement to all students. The team members include, guidance counselors, administration, school psychologist, parents, teachers, and staff. The ultimate goal of the Dunmore School District is to further implement a school wide positive behavior support program in the middle school and the high school as well, in order to provide a continuum of emotional and social support services district wide. As a primary component of the school-wide positive support program, the district will collaborate with our local Intermediate Unit 19, to provide on-going training for all faculty and staff. Once data is reviewed, there may be some occurrences where a Functional Behavioral Assessment (FBA) may be considered and/or completed in order to systematically examine an individual student's behavior to assist in determining the purpose of a behavior. When a student is identified as presenting a

behavior that is impeding his/her participation/success within the general curriculum, a Child Study Team meeting will be convened in order to discuss the specific behavior and develop an appropriate plan of intervention to track and analyze the behavior which will then lead to the development of a Positive Behavioral Support Plan.

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

The district currently has 2 school-based behavioral health teams in place. One team is in the elementary center and has a behavior tech and master's level counselor. The other team is located in the Jr./Sr. High School and also has a behavior tech and a master's level counselor. There is an additional counselor that comes in from Scranton Counseling one day per week for students that don't need the intense level of support that the school based team offers. To begin the 2022-2023 school year, the district has hired a crisis counselor to be available full time for any needs that may arise.

5. Describe the district restraint procedure.

Teachers are being trained in TACT 2, (Therapeutic Aggression Control Techniques) which is a comprehensive verbal and physical intervention program for agencies serving high risk children, youth, and young adults. We have two teachers on staff that are certified trainers in TACT 2. Staff is trained to respond to behavior that may require immediate intervention using de-escalation techniques, and if necessary, restraint techniques. Restraint is also used as a last resort and when a restraint is used, it is documented and reported to the state.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

When the DSD is faced with difficulties of ensuring a Free and Appropriate Public Education (FAPE), for an individual student, the district and the IU 19 Interagency Coordinator work together to coordinate an Interagency meeting with the parents and all local agencies involved with that particular student. The district also requests the assistance of the County Child and Adolescent Service System Program (CASSP) Coordinator when there is increased difficulty in locating an appropriate program for a student in the least restrictive environment. Many of the participants include, but are not limited to, members of the student's educational team; including the Director of special education, school psychologist, case manager, general education teacher(s), related service providers, parents/ guardians, student (if appropriate), building administrator, as well as outside agencies. The Intensive Interagency Meeting allows the district to utilize a continuum of services and programs while eliminating various barriers to the educational process. The DSD utilizes the IA process to locate appropriate programming within neighboring school districts, including school based and center based partial hospitalization programs. The Local Interagency Coordinator (IU 19) has provided beneficial assistance and guidance in organizing the IA meetings by acting as the point of contact and meeting facilitator. These IA meetings prove to be extremely effective and are an efficient way of gathering all involved parties to the table in order to assure FAPE while considering the Least Restrictive Environment as well. The DSD is always exploring the possibility of program expansion. Data is being collected on student needs, classroom locations, and parent support. The DSD works tirelessly and collaboratively with neighboring school districts as well as the Northeastern Educational Intermediate Unit in developing a continuum of services for all of our students.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1-3 Itinerant LS Elementary	Elementary	Full-time (1.0)	02/08/2024 02:38 PM

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		29
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
Students are seen at different times throughout the day.		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10-12 Learning Support (D)	Secondary	Full-time (1.0)	02/08/2024 02:28 PM

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times of the day.		0.26

Building Name	
Dunmore JSHS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)	3
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
Age waiver signed.	0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-9 Learning Support (A)	Secondary	Full-time (1.0)	02/08/2024 02:33 PM

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times of the day.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4-5 Learning Support	Elementary	Full-time (1.0)	02/08/2024 02:01 PM

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.02

Building Name

Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-6 Autistic Support	Elementary	Full-time (1.0)	02/08/2024 02:07 PM

Building Name		
Dunmore El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Age waiver signed. Students come at different times of the day.		0.88

Building Name		
Dunmore El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 12
Age Range Justification		FTE %
Age waiver signed. Students come at different times of the day.		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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10-12 Learning Support (S)	Secondary	Full-time (1.0)	02/08/2024 02:39 PM
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Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 20
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times of the day.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech (SL)	Multiple	Full-time (1.0)	02/08/2024 02:15 PM

Building Name		
Dunmore SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		57
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 20
Age Range Justification		FTE %
Speech sessions given within age range.		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS Autistic Support	Secondary	Full-time (1.0)	02/08/2024 02:29 PM

Building Name
Dunmore JSHS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Age waiver signed.		0.88

Building Name		
Dunmore JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 21
Age Range Justification		FTE %
Age waiver signed.		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-9 Learning Support (C)	Secondary	Full-time (1.0)	02/08/2024 02:35 PM

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

Building Name		
Dunmore JSHS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
Age waiver signed.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-5 Learning Support	Elementary	Full-time (1.0)	02/08/2024 01:50 PM

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 10
Age Range Justification		FTE %
Age waiver signed.		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 Autistic Support	Elementary	Full-time (1.0)	02/08/2024 02:21 PM

Building Name		
Dunmore El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10

Age Range Justification	FTE %
Age waiver signed.	0.38

Building Name		
Dunmore El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
Age waiver signed.		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-9 Learning Support (E)	Secondary	Full-time (1.0)	02/08/2024 02:30 PM

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 16
Age Range Justification		FTE %
Age waiver signed.		0.14

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %

Age waiver signed.	0.5
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS Autistic Support	Secondary	Full-time (1.0)	02/08/2024 02:31 PM

Building Name		
Dunmore JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech (LS)	Multiple	Full-time (1.0)	02/08/2024 02:17 PM

Building Name		
Dunmore SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		59
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 16
Age Range Justification		FTE %
Speech sessions given within age range.		0.91

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10-12 Learning Support (R)	Secondary	Full-time (1.0)	02/08/2024 02:36 PM

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times.		0.62

Building Name		
Dunmore JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 Learning Support	Elementary	Full-time (1.0)	02/08/2024 02:27 PM

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver signed. Students are seen at different times of the day.		0.04

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waiver signed.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5-6 Learning Support	Elementary	Full-time (1.0)	02/08/2024 02:34 PM

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age waiver signed.		0.06

Building Name		
Dunmore El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 13
Age Range Justification		FTE %
Age waiver signed.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-2 Emotional Support	Elementary	Full-time (1.0)	02/08/2024 01:58 PM

Building Name		
Dunmore El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Itinerant Students will not be seen at the same time as supplemental or full time students		0.14

Building Name		
Dunmore El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age bands are separated throughout the school day and will not overlap.		0.35

Building Name		
Dunmore El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
Age bands are separated throughout the day and will not overlap.		0.08

Special Education Facilities

Building Name		Room #
Dunmore El Ctr		3-6 AS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		K-2 ES
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Dunmore JSHS		7-9 LS Room 130
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 18 feet, 0 inches	360sqft	12
Implementation Date		
2022-05-09		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		10-12 LS Room 127
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 17 feet, 0 inches	340sqft	12
Implementation Date		

2022-05-09
Uploaded Files

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		10-12 LS Room 125
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
21 feet, 0 inches x 33 feet, 0 inches	693sqft	24
Implementation Date		
2022-05-09		
Uploaded Files		

5Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Dunmore El Ctr	Speech (LS)

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-05-09		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		4-5 LS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

7 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		7-9 LS Room 210
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 0 inches x 21 feet, 0 inches	630sqft	22
Implementation Date		
2022-05-09		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		10-12 LS Room 131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 17 feet, 0 inches	425sqft	15
Implementation Date		
2022-05-09		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		5-6 LS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

10 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		K-2 LS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		MS AS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Dunmore JSHS		7-9 LS Room 114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
35 feet, 0 inches x 24 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-09		
Uploaded Files		

13 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		K-2 AS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 25 feet, 0 inches	900sqft	32
Implementation Date		
2022-05-09		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		3-4 LS
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 27 feet, 0 inches	891sqft	31
Implementation Date		
2022-05-09		
Uploaded Files		

15Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore JSHS		HS AS Room 121
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
36 feet, 0 inches x 21 feet, 0 inches	756sqft	27
Implementation Date		
2022-05-09		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Dunmore El Ctr		Speech (SL)
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-05-09		
Uploaded Files		

17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

18Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	7	Elementary	District
Paraprofessionals	5	Secondary	District
School Psychologist	1	District Wide	District
Physical Therapist	.5	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Social Worker	1	District Wide	Contractor
Behavior Specialist	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
PA Autism Initiative ABA Supports- For Students with Autism Spectrum Disorders, learning may be a challenge at times, due to differences in social-communicative functioning and the presence of repetitive or stereotypical behaviors. With effective instruction, schools can assist students with autism in achieving significant benefits. Some characteristics of effective instruction for students with autism include: Instruction focused on teaching the right skills in an effective sequence and with systematic methods. Children with autism spectrum disorders should make progress that is efficient and with results consistent with established standards. Instruction that includes high rates of active student responding. Instruction in critical social communicative skills across levels of functioning and grade levels Instruction with delivery methods that can be monitored, adjusted, and verified through reliable student-level data. Instruction that focuses on practical skill outcomes that increase independence, options for post-secondary education, and development of skills related to successful employment.			
Lead Person/Position		Year of Training	
Sheryl Klus BCBA		2024	
Hours Per Training	Number of Sessions	Provider	Audience
4	12	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Step by Step Group ABA supports have been included in the K-2 Autistic Support classroom every day through managed care. A masters level clinician and a BHT attend daily to assist the teacher and other classroom staff in ABA application.			
Lead Person/Position		Year of Training	
Mary Lawlor		2024	
Hours Per Training	Number of Sessions	Provider	Audience
7	180	Other	General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training
Restorative Practices- Restorative practices are used in schools to foster an equitable and positive school culture. Restorative practices focus on strengthening relationships and connections between individuals, both youth and adults, in a school community.

Lead Person/Position		Year of Training	
Shelley Eagan		2024	
Hours Per Training	Number of Sessions	Provider	Audience
5	2	District Intermediate Unit Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
<p>PBIS Tier 2 Review- Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.[1]Tier 2 interventions are: Continuously available Accessible within 72 hours of referral Very low effort by teachers Aligned with school-wide expectations. Implemented by all staff/faculty in a school. Flexible and based on assessment. Function-based Allocated adequate resources Student chooses to participate. Continuously monitored</p>			
Lead Person/Position		Year of Training	
Michelle Kokindo		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Other	General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
<p>Mindfulness in Schools- Mindfulness trains us to direct our attention to whatever is happening in the present moment: our breathing, other physical sensations, thoughts, emotions, or even everyday activities like walking and eating. This awareness means we can respond more skillfully to whatever the present-moment throws at us.</p>			
Lead Person/Position		Year of Training	
Mary Casebolt		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals

			Special Education Teachers
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Description of Training			
The Neuropsychology of Stress and Trauma: “How to Develop a “Trauma Informed School”			
Lead Person/Position		Year of Training	
Dr. Steven Feifer		2024	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Beginning of the year refresher on Special Education			
Lead Person/Position		Year of Training	
Kaley Noone		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents Paraprofessionals Special Education Teachers

Description of Training			
pattan.frameworker.com- Pattan online training sessions			
Lead Person/Position		Year of Training	
PATTAN		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	20	PaTTAN	Paraprofessionals

Description of Training	
dunmoreschooldistrict-pa.safeschools.com- Online training session	
Lead Person/Position	Year of Training

Dunmore School District		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Transition

Description of Training			
Indicator 13 reminders			
Lead Person/Position		Year of Training	
Kaley Noone		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals Special Education Teachers

Description of Training			
OVR opportunities			
Lead Person/Position		Year of Training	
Amber VonStorch		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Parents Special Education Teachers Other

Description of Training			
Indicator 13 state monitoring training			
Lead Person/Position		Year of Training	
Gena Bensinger IU TAC		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Central Office Administrators Parents Paraprofessionals Special Education Teachers

Science of Literacy

Description of Training			
ELA curriculum writing- Working to update our ELA curriculum K-12 in order to align with most current standards and best practices.			
Lead Person/Position		Year of Training	
Judy Gruen- Curriculum Consultant		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	7	District	General Education Teachers Parents Special Education Teachers

Description of Training			
Read 180- is a reading program designed for struggling readers who are reading 2 or more years below grade level. It provides blended learning instruction (i.e., combining digital media with traditional classroom instruction), student assessment, and teacher professional development.			
Lead Person/Position		Year of Training	
Nicole Jackson- Implementation Manager		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	Other	Parents Paraprofessionals Special Education Teachers

Description of Training			
Structured Literacy Training			
Lead Person/Position		Year of Training	
Danielle Pensack- Curriculum Coordinator		2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Parents are invited to all district trainings			
Lead Person/Position		Year of Training	
Kaley Noone		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
All trainings through the ARC are forwarded to parents			
Lead Person/Position		Year of Training	
Roseann Polishan		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	10	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Weekly Special Education Department Meetings			
Lead Person/Position		Year of Training	
Kaley Noone		2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	18	District	Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

2022-05-18

Uploaded Files

spec ed plan sign off sheet.pdf

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

John Marichak

Date

2022-06-09