

Profile and Plan Essentials

Special Education Students

Total Number of Special Education Students 585

Total Student Enrollment 3579

Percent of Special Education Students 16.3

Steering Committee

Name	Position/Role	Building	Email
Katherine Guyer	Director of Special Education	Dover Area SD	kguyer@doversd.org
Christina Warfel	Other	Dover Area SD	cwarfel@doversd.org
Maureen Keller	Other	Dover Area SD	mkeller@doversd.org
Jennifer Fasick	Building Principal	Dover Area HS	jfasick@doversd.org
Catherine Houck	Director of Curriculum	Dover Area SD	crhouck@doversd.org
Bobbie Strausbaugh	Building Principal	Weigelstown El Sch	bstrausbaugh@doversd.org
Julie Czap	Special Education Teacher	Dover Area HS	jczap@doversd.org
Charles Benton	Other	Dover Area SD	cbenton@doversd.org
Julie Vail	General Education Teacher	North Salem El Sch	jvail@doversd.org
Jessica Breighner	General Education Teacher	North Salem El Sch	jbreighner@doversd.org
Jessica Gohn	Special Education Teacher	Weigelstown El Sch	jgoth@doversd.org
Autumn Presswood	Parent	Dover Area HS	apresswood@doversd.org
Allison Dietz	General Education Teacher	Dover Area HS	adietz@doversd.org
Fran Kotula	Special Education Teacher	North Salem El Sch	fkotula@doversd.org

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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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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.)
An IEP team meeting should be convened upon the student's admittance to the 1306 facility in order to determine a student's needs and plan for the least restrictive environment. The host's special education representative should coordinate this meeting and update special education documentation in accordance with the IEP team's decisions.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
Upon notification that a student is placed in a 1306 facility, the district requests participation in all meetings regarding the student to include IEP meetings, treatment meetings, and discharge meetings. The discharge meeting is attended by the Director of Exceptional Children and School Social Worker who then plan a transition meeting with the school team, parent, and student.

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).
The LIU operates the educational program in the local correctional institution for all incarcerated students who are or may be eligible for special education services. LIU procedures are established and followed in order to notify the Dover Area School District when school age youth enter the facilities. School records are sent to the facility in order to identify anyone eligible for special education services. Students may be evaluated while incarcerated if there is a reason to believe that youth may be disabled and in need of specially designed instruction. The Dover Area School District works in conjunction with the LIU to complete the evaluation. IEP team meetings for identified students are convened, to include the district of residence, to determine how to best provide FAPE to the student while he or she is incarcerated. Students are eligible for a diploma when the Dover Area School District high school principal determines that the work completed meets the Dover Area School District's criteria for graduation.

Least Restrictive Environment

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

With respect to Penn Data for Least Restrictive Environment, the Dover Area School District exceeds the state average in students in the regular education setting for 80% or more of the school day. This may be attributed to the purposeful efforts to provide supplementary aids and services within the regular education setting. However, the district also exceeds the state average in the number of students inside the regular education setting less than 40% of the day. In reviewing specific student data, the majority of the students represented in this category are those for whom the IEP team has determined that significant supports within the special education setting are most appropriate to ensure meaningful progress. However, the Dover Area School District needs to continue to provide specialized training for regular education teachers in meeting the needs of students with low incidence disabilities in the regular education setting.

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 Dover Area School District elementary schools all utilize a Multi-Tiered System of Supports for both academic and behavior needs. All classroom teachers utilize Responsive Classroom techniques and Sanford Harmony lessons. All elementary schools have been recognized as PBIS schools. At the Dover Middle School, Responsive Classroom and PBIS are implemented. The high school utilizes Habitudes and Satchel Pulse lessons with all students and has elements of PBIS. (The COVID pandemic has prevented full training for the team.) Teachers collaborate with school counselors, social workers, school psychologists, and instructional advisors through weekly and biweekly student concern meetings to discuss and establish appropriate accommodations. At the start of each school year or semester, special education teachers meet with regular education teachers to provide information regarding individual student needs. Para professionals and special education teachers support students within their learning environments. Individual students who struggle behaviorally may have Positive Behavior Support Plans implemented based on the results of a Functional Behavior Assessment.

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

When determining participation in the general education curriculum, the IEP team begins by discussing the individual student's present levels and the supplementary aids and services necessary for participation in the general education curriculum. Accommodations and modifications are determined by the IEP team (which includes the regular education teachers) and provided by and/or supported by the student's special education teacher. The special education teacher meets on a regular basis with the regular education teacher, as outline in the IEP, to discuss student progress and needs. Universal strategies utilized in the regular education classroom and with the general education curriculum include, but are not limited to, the following: use of the Gradual Release of Responsibility model, small group instruction, collaborative teacher planning, modified instructional materials and/or assessments, use of accessibility features on iPads, and modified pacing of instruction. For those who require them, interpreters and personal care assistants are provided. Many classes throughout the district are supported by special education para professionals or are co-taught with a special education teacher. For students who require an alternate setting but for whom the general education curriculum is most appropriate, additional supplementary resources may be provided to ensure meaningful participation. Training is provided annually to teachers, support staff, and administrators regarding student needs and best instructional practices. When possible, teachers participate in training sessions provided by both the Lincoln Intermediate Unit and PaTTAN. The district is also supported by

two instructional advisors who provide on-site support to building teams or individual teachers. One instructional advisor has been providing specific hands-on training to teams in the conducting of Functional Behavior Assessments and creation of Positive Behavior Support Plans.

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

As a student with disabilities expresses interest in extracurricular activities, the IEP is reviewed for supplementary aids and services which may be necessary for the student to fully participate. Examples of supplementary aids and services that the district has and currently provides include collaboration with parents and coaches/directors, adjusted seating arrangements, personnel supports, and a peer sight guide. These aids and services are reviewed annually by the team.

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 district currently contracts with two providers for outside emotional support placements in which both students with and without disabilities participate. As the district provides transportation to students placed in private institutions, any student with a disability who meets eligibility requirements as their non-disabled peers and desires to participate in district extracurricular activities may do so. Additionally, the IEP team reviews the accommodations provided to these students and determines to what degree these accommodations may be necessary in order for the student with disabilities to participate to the greatest extent possible.

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)

In order to meet the growing needs of students with social and emotional needs, the district will need to replicate successful programs and provide additional training and in-house supports. With respect to social and emotional needs, the district will be managing its own Emotional Support classes at the elementary, middle, and high school levels to begin with the 2022-23 school year. An additional instruction advisor with specific training in working with students with social and emotional needs has been hired during this school year to begin to train schools in Functional Behavior Assessments and support teams in behavioral observations. A K-12 continuum of supports for students in Emotional Support will include training and coaching in Zones of Regulation, Restorative Practices, and the ReSet Classroom. ReSet rooms will be established in each of the buildings housing an Emotional Support class with future plans to establish the same in the remaining three buildings for use by any student who needs them. The district also needs to continue to develop social and emotional skills in students through its use of continued use of Sanford Harmony lessons, Responsive Classroom, PBIS, Satchel Pulse, and Habitudes curricula. Ongoing training in Check and Connect and trauma-informed practices is necessary as well as expanded training in de-escalation techniques. With respect to personnel, the district will need to consider the hiring of an additional social worker, clinical psychologist, and/or a behavior analyst to provide differentiated supports to students and families.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Paradise School	Other	Public, non-residential facility	Lincoln Intermediate Unit 12	Emotional Support	10
High Road School of York	Licensed Private Academic		Specialized Education Services, Inc.	Emotional Support	5
York Learning Center	Other	Public, non-residential facility	Lincoln Intermediate Unit 12	Multiple Disabilities Support	1
York Learning Center	Other	Public, non-residential facility	Lincoln Intermediate Unit 12	Life Skills Support	2
York Learning Center	Other	Public, non-residential facility	Lincoln Intermediate Unit 12	Emotional Support	1
River Rock	Licensed Private Academic		River Rock Academy	Emotional Support	7
Soaring Heights School	Licensed Private Academic		Soaring Heights Schools	Autistic Support	3

Positive Behavior Support

Date of Approval
2020-11-17

Uploaded Files
Policy 113.2.pdf

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

The Dover Area School District utilizes universal social and emotional curricula at all levels for all students as well as Positive Behavior Interventions and Supports (PBIS). It also employs school counselors, a school social worker, and contracts with the Lincoln Intermediate Unit for psychological supports. Two instructional advisors support teachers and building teams in developing, modeling, and implementing preventative strategies and Positive Behavior Support Plans within the classroom. School-based counseling is provided through an outside agency in all buildings on a weekly basis. Building teams work collaboratively with agency providers to implement treatment plans and increase consistency between home and school. For students who have been identified as needing Emotional Support, the district contracts with the Lincoln Intermediate Unit 12 to provide this school-based service. The district will also contract with outside providers/placements if the IEP team determines that that setting is most appropriate to meet a student's individual needs. Deans, school social workers, and the Director of Exceptional Children provide annual training to van and bus drivers in social and emotional needs of students.

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.

All staff are provided annual training in Positive Behavior Interventions and Supports, typically at the start of the school year. New staff are trained through the induction process. Each building has a school team (principal, school counselor, dean, psychologist, school social worker, regular education teachers, nurse) that is re-certified annually in QBS Safety Care, the district-adopted protocol for de-escalation and safe physical management. Additionally, all staff working in Autistic Support and Life Skills Support classes are re-certified annually. Training is conducted in-house by district employees who have been certified as trainers. As needed, instructional advisors and the Director of Exceptional Children provide consultation to teachers and/or school teams regarding individual students and situations.

3. Describe the district positive school wide support programs.

A major advancement in the enhancement of school culture and climate is the emphasis on school-wide systems of behavior support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students within our school is implemented in areas including the classroom and non-classroom settings (such as hallways, restrooms, cafeteria, etc.). Attention is focused on creating and sustaining primary (school-wide), secondary (targeted), and tertiary (individual) systems of support that improve behavioral results for all children. If a student requires more support to manage his/her behavior, a Functional Behavior Assessment (FBA) is performed. A specific behavior plan may be developed and data is collected and analyzed. If the student requires more intensive support, he/she may be referred for further evaluation. In the past, a school-wide discipline focused mainly on reacting to specific student misbehavior

by implementing punitive strategies, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. In the Dover Area School District, students strive to demonstrate PROUD behavior, characterized by Perseverance, Respect, Ownership, Unity, and Determination. As these behaviors are observed, students earn individual, classroom, and building-wide incentives.

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

The district employs nine school counselors and one school social worker. Referrals are triaged by these individuals where a determination of next steps and potential services is made. Services may include individual or small group counseling, assessments, or a referral to an outside provider or Crisis Intervention. When appropriate, contracted school psychologists may assist in providing counseling and assessments. School-based counseling is provided weekly in all buildings by Pennsylvania Comprehensive Behavioral Health.

5. Describe the district restraint procedure.

Only staff who are fully certified in QBS Safety Care may participate in the restraint of students. Restraint will only be used in the event that a student is a clear and present danger to himself or others and all other attempted de-escalation techniques have been ineffective. As soon as the student is deemed safe, the restraint is called off. A nurse will be called either during or immediately following the restraint to assess the student. Parents are notified of the restraint that day and offered an IEP meeting within 10 days to review the incident and IEP and determine whether additional measures should be implemented to ensure the student's and others' safety. The school team will debrief following the incident and complete an incident report each time a restraint is called. The incident report is sent to the Office of Exceptional Children for quarterly reporting purposes.

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.

There are no concerns with students placed on Instruction Conducted in the Home. Students who are placed here are students for whom leaving the home would present a substantial risk to the student's well-being. The IEP team meets annually to review progress and determine whether or not the placement continues to be appropriate and in the best interest of the student. The district does not have students for whom there exists a potential of waiting more than 30 days for an appropriate educational placement. When faced with a hard to place student with a disability, the Director of Exceptional Children and School Social Worker first meet with the IEP team to analyze the current needs of the student and what options and supports may be available within the district. At that meeting, the team, to include the parents, determines what other agency involvement would benefit the student. Collaboration for problem-solving and decision-making may include the Lincoln Intermediate Unit 12, Child and Adolescent Service System Program (CASSP), Children and Youth, Probation, Mental Health/Intellectual Developmental Disabilities, and any other agencies with whom the student/family may be associated. When the appropriate option is agreed upon, the district then arranges for related services such as transportation and all necessary paperwork to be transferred to the new setting. If there is no resolution to the problem from an interagency meeting, the district contacts PDE Intensive Interagency Coordination Department and asks for assistance.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE SL	Multiple	Full-time (1.0)	05/02/2022 06:19 PM

Building Name		
North Salem El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 10
Age Range Justification		FTE %
While this teacher serves the entire building, students of different ages are not served at the same time.		0.18

Building Name		
Dover Area Intrmd Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	12 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LE SL	Elementary	Full-time (1.0)	05/02/2022 06:17 PM
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Building Name		
Leib El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 9
Age Range Justification		FTE %
		0.31

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DE SL	Elementary	Part-time (0.5)	05/02/2022 06:16 PM

Building Name		
Dover Area El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 11
Age Range Justification		FTE %

While this teacher serves the entire building, students of different ages are not served at the same time.	0.34
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE SL	Elementary	Full-time (1.0)	05/02/2022 06:14 PM

Building Name		
Weigelstown El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	5 to 10
Age Range Justification		FTE %
While this teacher serves the entire building, students of different ages are not served at the same time.		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE AS 4	Elementary	Full-time (1.0)	05/02/2022 06:10 PM

Building Name	
Weigelstown El Sch	
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 9
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE AS 3	Elementary	Full-time (1.0)	05/02/2022 06:09 PM

Building Name		
Weigelstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.5

Building Name		
Weigelstown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range

School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE AS 2	Elementary	Full-time (1.0)	05/02/2022 06:08 PM

Building Name		
Weigelstown El Sch		
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 9
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE AS 1	Elementary	Full-time (1.0)	05/02/2022 06:08 PM

Building Name		
Weigelstown El Sch		
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	5 to 6
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE LS 2	Elementary	Full-time (1.0)	05/02/2022 06:07 PM

Building Name		
Weigelstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.22

Building Name		
Weigelstown El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
WE LS 1	Elementary	Full-time (1.0)	05/02/2022 06:06 PM

Building Name		
Weigelstown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.18

Building Name		
Weigelstown El Sch		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS ES	Secondary	Full-time (1.0)	05/02/2022 06:05 PM

Building Name		
Dover Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %
		0.4

Building Name		
Dover Area Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	11 to 14
Age Range Justification		FTE %

0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE ILS	Elementary	Full-time (1.0)	05/02/2022 06:03 PM

Building Name		
North Salem El Sch		
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
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.3

Building Name		
North Salem El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE ES	Elementary	Full-time (1.0)	05/02/2022 06:02 PM

Building Name		
North Salem El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.02

Building Name		
North Salem El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.15

Building Name

North Salem El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 11
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE LSS 2	Elementary	Full-time (1.0)	05/02/2022 06:00 PM

Building Name		
North Salem El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.25

Building Name		
North Salem El Sch		
Support Type		

Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.17

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE LSS 1	Elementary	Full-time (1.0)	05/02/2022 06:19 PM

Building Name		
North Salem El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.67

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE LS 2	Elementary	Full-time (1.0)	05/02/2022 05:58 PM

Building Name		
North Salem El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %
		0.14

Building Name		
North Salem El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
NSE LS 1	Multiple	Full-time (1.0)	05/02/2022 06:20 PM

Building Name

North Salem El Sch		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.14

Building Name		
North Salem El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.05

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.12

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LE LS 2	Elementary	Full-time (1.0)	05/02/2022 05:53 PM

Building Name		
Leib El Sch		
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	Elementary	9 to 11
Age Range Justification		FTE %

	0.26
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Building Name		
Leib El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LE LS 1	Elementary	Full-time (1.0)	05/02/2022 05:52 PM

Building Name		
Leib El Sch		
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	Elementary	6 to 9
Age Range Justification		FTE %
		0.14

Building Name		
Leib El Sch		
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	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DE LS 2	Elementary	Full-time (1.0)	05/02/2022 05:51 PM

Building Name		
Dover Area El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.32

Building Name		
Dover Area El Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
DE LS 1	Elementary	Full-time (1.0)	05/02/2022 05:50 PM

Building Name		
Dover Area El Sch		
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	Elementary	7 to 9
Age Range Justification		FTE %
		0.24

Building Name		
Dover Area El Sch		
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	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LSS	Secondary	Full-time (1.0)	05/02/2022 05:49 PM

Building Name		
Dover Area Intrmd Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS AS	Secondary	Full-time (1.0)	05/02/2022 05:48 PM

Building Name		
Dover Area Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.62

Building Name		
Dover Area Intrmd Sch		
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	Secondary	11 to 14
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 6 2	Secondary	Full-time (1.0)	05/02/2022 05:47 PM

Building Name		
Dover Area Intrmd Sch		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.32

Building Name		
Dover Area Intrmd Sch		
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	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 6 1	Secondary	Full-time (1.0)	05/02/2022 05:46 PM

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.22

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 7 2	Secondary	Full-time (1.0)	05/02/2022 05:45 PM

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.16

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 7 1	Secondary	Full-time (1.0)	05/02/2022 05:44 PM

Building Name	
Dover Area Intrmd Sch	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	9

Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.18

Building Name		
Dover Area Intrmd Sch		
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	Age Range
School District	Secondary	12 to 13
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 8 2	Secondary	Full-time (1.0)	05/02/2022 05:43 PM

Building Name		
Dover Area Intrmd Sch		
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	13 to 14

Age Range Justification	FTE %
	0.28

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MS LS 8 1	Secondary	Full-time (1.0)	05/02/2022 05:37 PM

Building Name		
Dover Area Intrmd Sch		
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	13 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Dover Area Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ES	Secondary	Full-time (1.0)	05/02/2022 05:36 PM

Building Name		
Dover Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.18

Building Name

Dover Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Dover Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS TES	Secondary	Full-time (1.0)	05/02/2022 05:33 PM

Building Name		
Dover Area HS		
Support Type		

Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

Building Name		
Dover Area HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		7
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	14 to 18
Age Range Justification		FTE %
		0.58

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS ILS	Secondary	Full-time (1.0)	05/02/2022 05:32 PM

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LSS	Secondary	Full-time (1.0)	05/02/2022 05:30 PM

Building Name	
Dover Area HS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	
Level of Support	Case Load

Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
The IEP team has determined that this class provides the most appropriate supports for the students.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS AS	Secondary	Full-time (1.0)	05/02/2022 05:28 PM

Building Name		
Dover Area HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 5	Secondary	Full-time (1.0)	05/02/2022 05:27 PM

Building Name		
Dover Area HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Dover Area HS		
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	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 4	Secondary	Full-time (1.0)	05/02/2022 05:26 PM

Building Name		
Dover Area HS		
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	14 to 18
Age Range Justification		FTE %
		0.24

Building Name		
Dover Area HS		
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	14 to 18
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 3	Secondary	Full-time (1.0)	05/02/2022 05:25 PM

Building Name		
Dover Area HS		
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	14 to 18
Age Range Justification		FTE %
		0.26

Building Name		
Dover Area HS		
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	14 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 2	Secondary	Full-time (1.0)	05/02/2022 05:25 PM

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.32

Building Name		
Dover Area HS		
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	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HS LS 1	Secondary	Full-time (1.0)	05/02/2022 05:23 PM

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %

0.3

Building Name		
Dover Area HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.25

Special Education Facilities

Building Name		Room #
Dover Area HS		119
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area HS		203
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-08		
Uploaded Files		

2 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	

Building Name		Room #
Dover Area HS		225
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area HS		103
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area HS		135
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 39 feet, 0 inches	1053sqft	37
Implementation Date		
2022-05-08		
Uploaded Files		

5 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	

Building Name		Room #
Dover Area HS		212
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-08		
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	

Building Name	Room #
Dover Area HS	246

School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 31 feet, 0 inches	787sqft	28
Implementation Date		
2022-05-08		
Uploaded Files		

7Assurance 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	

Building Name		Room #
Dover Area HS		101
School Building		Building Description
Senior High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 32 feet, 0 inches	896sqft	32
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area Intrmd Sch		135
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 28 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-08		
Uploaded Files		

9Assurance 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	

Building Name		Room #
Dover Area Intrmd Sch		144
School Building		Building Description
Middle		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area Intrmd Sch		142
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area Intrmd Sch		244
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-08		
Uploaded Files		

12Assurance 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	

Building Name		Room #
Dover Area Intrmd Sch		235
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 5 inches x 30 feet, 0 inches	822sqft	29

Implementation Date
2022-05-08
Uploaded Files

13Assurance 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	

Building Name		Room #
Dover Area Intrmd Sch		212
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 31 feet, 0 inches	837sqft	29
Implementation Date		
2022-05-08		
Uploaded Files		

14Assurance 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	
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Building Name		Room #
Dover Area Intrmd Sch		105
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 31 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area Intrmd Sch		119
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 33 feet, 5 inches	782sqft	27
Implementation Date		
2022-05-08		

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	

Building Name		Room #
Dover Area Intrmd Sch		107
School Building		Building Description
Middle		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2022-05-08		
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	

Building Name		Room #
Dover Area El Sch		207
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-08		
Uploaded Files		

18Assurance 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	

Building Name		Room #
Dover Area El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 21 feet, 0 inches	651sqft	23
Implementation Date		
2022-05-08		
Uploaded Files		

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19 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	

Building Name		Room #
Leib El Sch		17
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
38 feet, 0 inches x 23 feet, 6 inches	893sqft	31
Implementation Date		
2022-05-08		
Uploaded Files		

20 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	

Building Name		Room #
Leib El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 6 inches x 28 feet, 6 inches	897sqft	32
Implementation Date		
2022-05-08		
Uploaded Files		

21Assurance 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	

Building Name		Room #
North Salem El Sch		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-05-08		
Uploaded Files		

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22Assurance 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	

Building Name		Room #
North Salem El Sch		140
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2022-05-08		
Uploaded Files		

23Assurance 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	

Building Name		Room #
North Salem El Sch		124
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-08		
Uploaded Files		

24Assurance 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	

Building Name		Room #
North Salem El Sch		122
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-08		
Uploaded Files		

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25 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	

Building Name		Room #
North Salem El Sch		148
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-08		
Uploaded Files		

26 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	

Building Name		Room #
North Salem El Sch		146
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 23 feet, 0 inches	736sqft	26
Implementation Date		
2022-05-08		
Uploaded Files		

27Assurance 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	

Building Name		Room #
Weigelstown El Sch		31
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
30 feet, 6 inches x 28 feet, 0 inches	854sqft	30
Implementation Date		
2022-05-08		
Uploaded Files		

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28 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	

Building Name		Room #
Weigelstown El Sch		15
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 30 feet, 6 inches	945sqft	33
Implementation Date		
2022-05-08		
Uploaded Files		

29 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	

Building Name		Room #
Weigelstown El Sch		6
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-08		
Uploaded Files		

30Assurance 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	

Building Name		Room #
Weigelstown El Sch		5
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 31 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-08		
Uploaded Files		

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31 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	

Building Name		Room #
Weigelstown El Sch		7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-08		
Uploaded Files		

32 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	

Building Name		Room #
Weigelstown El Sch		8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 28 feet, 0 inches	868sqft	31
Implementation Date		
2022-05-08		
Uploaded Files		

33Assurance 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	

Building Name		Room #
Weigelstown El Sch		20
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 25 feet, 0 inches	725sqft	25
Implementation Date		
2022-05-08		
Uploaded Files		

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34 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	

Building Name		Room #
Dover Area El Sch		107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 14 feet, 0 inches	392sqft	14
Implementation Date		
2022-05-08		
Uploaded Files		

35 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	

Building Name		Room #
Leib El Sch		21
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
15 feet, 0 inches x 20 feet, 0 inches	300sqft	10
Implementation Date		
2022-05-08		
Uploaded Files		

36Assurance 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	

Building Name		Room #
North Salem El Sch		132
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 0 inches x 25 feet, 0 inches	800sqft	28
Implementation Date		
2022-05-08		
Uploaded Files		

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37 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	

Special Education Support Services

38Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	26	Elementary	District
School Psychologist	2.4	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	2	District Wide	Contractor
Social Worker	1	District Wide	District
Guidance Counselor	9	District Wide	District
Other	1	District Wide	District
Paraprofessionals	32	Secondary	District
Paraprofessionals	3	Elementary	Contractor
Paraprofessionals	4	Secondary	Contractor
Social Worker	1	Secondary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Teaching Procedures: Intensive Teaching Trials, Verbal Behavior Operants, Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District PaTTAN	Special Education Teachers

Description of Training			
Teaching Procedures: Intensive Teaching Trials, Verbal Behavior Operants, Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District PaTTAN Other	Paraprofessionals Special Education Teachers

Description of Training			
Teaching Procedures: Intensive Teaching Trials, Verbal Behavior Operants, Applied Behavior Analysis			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District PaTTAN	Paraprofessionals Special Education Teachers

Description of Training

Supporting Students with Autism in the Regular Education Setting			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1		Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism in the Regular Education Setting			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting Students with Autism in the Regular Education Setting			
Lead Person/Position		Year of Training	
Christina Warfel/Instructional Advisor		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
PBIS Procedures and Expectations			
Lead Person/Position		Year of Training	
Assistant Principals and Deans		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PBIS Procedures and Expectations			
Lead Person/Position		Year of Training	
Assistant Principals and Deans		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
PBIS Procedures and Expectations			
Lead Person/Position		Year of Training	
Assistant Principals and Deans		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
Writing and Implementing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District	Paraprofessionals Special Education Teachers

Description of Training			
Writing and Implementing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	6	District	Building Administrators General Education Teachers Other

Description of Training			
Writing and Implementing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Description of Training			
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Writing and Implementing Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Special Education Teachers

Paraprofessional

Description of Training			
Supporting Students in the Classroom			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
The Role of the Paraprofessional			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Safety Care Training - Annual Training			
Lead Person/Position		Year of Training	
Christina Warfel and Maureen Keller/Instructional Advisors		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	District	Building Administrators

			General Education Teachers Paraprofessionals Special Education Teachers
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Description of Training			
Understanding Disabilities			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Safety Care Training - Annual Training			
Lead Person/Position		Year of Training	
Christina Warfel and Maureen Keller/Instructional Advisors		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	District	Paraprofessionals

Description of Training			
Safety Care Training - Annual Training			
Lead Person/Position		Year of Training	
Christina Warfel and Maureen Keller/Instructional Advisors		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	District	Paraprofessionals

Description of Training

Understanding the IEP			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Supporting the Mental Health Needs of Students with Disabilities			
Lead Person/Position		Year of Training	
School Social Workers		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Description of Training			
Supporting Students in the Classroom			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Paraprofessionals

Transition

Description of Training			
Transition Assessments			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

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Description of Training			
Act 158			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Transition Sections of the IEP			
Lead Person/Position		Year of Training	
Maureen Keller/Instructional Advisor and Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
CTE Opportunities for Students			
Lead Person/Position		Year of Training	
Charles Benton/Director of CTE		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District	Special Education Teachers

Description of Training			
Post Secondary Outcomes Survey - Year 2			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	

Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Agency Supports			
Lead Person/Position			Year of Training
Maureen Keller/Instructional Advisor and Katherine Guyer/Director of Exceptional Children			2023-24
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Special Education Teachers

Description of Training			
Act 158 Updates			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Preparing for Work-Based Learning			
Lead Person/Position			Year of Training
Maureen Keller/Instructional Advisor and Katherine Guyer/Director of Exceptional Children			2024-25
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Post-Secondary Education Supports and Services			

Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Science of Literacy

Description of Training			
Understanding the Science of Reading			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Phonological Awareness			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Description of Training	
Phonics	
Lead Person/Position	Year of Training

Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Vocabulary			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Comprehension			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Description of Training			
Fluency			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience

3	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers
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Description of Training			
Data			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators Central Office Administrators Special Education Teachers

Parent Training

Description of Training			
Act 158 and Transition			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children and Maureen Keller/Instructional Advisor		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit Other	Parents

Description of Training	
Act 158 and Transition	
Lead Person/Position	Year of Training
Katherine Guyer/Director of Exceptional Children and Maureen Keller/Instructional Advisor	2023-24

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit Other	Parents

Description of Training			
Act 158 and Transition			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children and Maureen Keller/Instructional Advisor			2024-25
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District Intermediate Unit Other	Parents

Description of Training			
Supporting Students with Disabilities at Home			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children			2022-23
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District PaTTAN Other	Parents

Description of Training			
Supporting Students with Disabilities at Home			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children			2023-24
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Parents

		PaTTAN Other	
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Description of Training			
Supporting Students with Disabilities at Home			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children			2024-25
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District PaTTAN Other	Parents

Description of Training			
Understanding the Evaluation and Identification Process			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children			2022-23
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training			
Understanding the Evaluation and Identification Process			
Lead Person/Position			Year of Training
Katherine Guyer/Director of Exceptional Children			2023-24
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Description of Training

Understanding the Evaluation and Identification Process			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
Using Data to Inform Goals and SDIs			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
Using Data to Inform Goals and SDIs			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

Description of Training			
Using Data to Inform Goals and SDIs			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Special Education Teachers

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Description of Training			
Using IEP Writer Features - Annual Updates			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Using IEP Writer Features - Annual Updates			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training			
Using IEP Writer Features - Annual Updates			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Training		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Paraprofessionals Special Education Teachers

Description of Training

Your Role and the IEP/IEP Meeting			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2022-23	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Your Role and the IEP/IEP Meeting			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2023-24	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Your Role and the IEP/IEP Meeting			
Lead Person/Position		Year of Training	
Katherine Guyer/Director of Exceptional Children		2024-25	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Building Administrators General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- 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

Date

