

Dunmore SD

**Special Education Plan Report**

07/01/2014 - 06/30/2017

# District Profile

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## Demographics

300 W Warren St  
 Dunmore, PA 18512  
 (570)343-2110  
 Superintendent: Richard McDonald  
 Director of Special Education: Frances Loughney

## Planning Committee

Name	Role
Kim Ahern	Ed Specialist - School Counselor
Ferguson Amy	Ed Specialist - School Counselor
Kim Coyle	Elementary School Teacher - Special Education
Jennifer Dempsey	Elementary School Teacher - Regular Education
John Farris	Board Member
Suzanne Ferguson	Middle School Teacher - Special Education
Robert Galella	Administrator
Robert Galella	High School Principal
Mary Hurst	Middle School Teacher - Regular Education
Frances Loughney	Special Education Director/Specialist
Aulisio Margo	Ed Specialist - School Counselor
Jeanne Massaro	Ed Specialist - School Counselor
Richard McDonald	Chief School Administrator
Matthew Quinn	Administrator
Kathleen Shemanski	Ed Specialist - School Psychologist
Bridget Sotak	Special Education teacher High School

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 226

### *Identification Method*

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

The Dunmore School District utilizes the Significant Discrepancy Model in identifying whether a student qualifies for specially designed instruction under the terms of Chapter 14 regulations. There are procedures to identify children needing special education. Those procedures are "Child Study" referral and "Evaluation." If a disability is suspected, teachers, other school personnel, and parents, may refer a child for Child Study involvement. Parents can refer a child for an evaluation; however this request must be submitted in writing. Parents suspecting that a child may have a disability can request an evaluation by contacting the Special Education Director, building Administrator, and/or Guidance Counselor, and subsequently forward the written request. Child Study involvement would include using immediately available data: such as students permanent records, health records, report cards, and teacher input/observations. Child Study referrals will be reviewed by team members including the building Principal, School Psychologist, Special Education Director, Guidance Counselor(s), and others as appropriate. Before evaluation, parents are provided with a Permission to Evaluate (PTE) that includes the following information:

- Who referred the child for evaluation?
- Why was the child referred?
- What procedures and types of assessments will be used?
- The schedule for the evaluation process.
- The rights of the parents regarding consent for evaluation.

Evaluations are conducted by the school psychologist in collaboration with members of the Child Study Team and the child's parents. Methods used in the evaluation include observation, review of records, group and individual testing. Information is gathered from school personnel, medical personnel and parents.

Results of the evaluation are reviewed by the team to determine if special education services are needed. If special education placement is recommended, parents are part of the team that determines exceptionality and develops an Individual Education Plan (IEP) for the Child.

An evaluation may not be conducted without written parental permission designated on the PTE

form. Parents who do not consent to an evaluation will be contacted by a member of the Child Study Team to discuss the issue as to reasons why.

As a child is reevaluated every two/three years, information is added to his or her file. All records are confidential. Only school personnel are permitted to see the child's file. Anyone else must have written approval of the parent to see the file or to receive copies of information in the file.

Parents can review the student's record and challenge the validity of any record or report, or challenge the maintenance of information on file. Federal regulations give both natural parents access to their child's education records unless there is a court, order, state statute or legally binding document prohibiting access.

Detailed printed information about special education services and programs are available on the DSD website and in local business, physicians offices, library, police department etc., and all main office of the district. All DSD policies are available from the school district upon request. Anyone interested should contact the Special Education Director or the building Principal.

Information and communications are in English, but will be provided in the native language or other mode of communication used by parents, if appropriate.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Based on information available on <http://penndata.hbg.psu.edu/BSEReports>, the DSD does not demonstrate with significantly disproportionate enrollment differences.

### *Non-Resident Students Oversight*

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

The Dunmore School District has demonstrated the ability to locate and provide appropriate educational programming to all students of the Dunmore School district, including the resident students of Saint Joseph's Center located in Dunmore, Pennsylvania. Saint Joseph's Center is a residential care facility that services individuals diagnosed with Intellectual Disabilities and/or Developmental Delays. The Dunmore School District in conjunction with Saint Joseph's Center and the Northeastern Educational Intermediate Unit 19, follow Chapter 14 regulations in locating,

identifying, evaluating, and offering FAPE to all eligible students. The Director of Special Education act as the LEA and oversees all programing for students between the ages of birth to 21. Presently, there are not problems or barriers that exist which may limit the District's ability to meet its obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

There are no corrections institutions located within the geographical boundaries of the Dunmore School District. The Dunmore School District does however, recognize its obligation to ensure that district students who are currently incarcerated, are located/ identified/ evaluated and provided FAPE. In the event that a Dunmore School District student is incarcerated, the DSD, will work collaboratively with the host district to ensure FAPE along with appropriate programming to a student who has been identified as qualifying for and being in need of specially designed instruction under IDEA as a student with an exceptionality.

### *Least Restrictive Environment*

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

The DSD is committed to ensuring that to the maximum extent appropriate, that all students identified as exceptional under IDEA are educated with their non-disabled peers in the least restrictive environment (LRE) with the use of supplemental aids and services to allow success in all classes. Students who qualify for and are in need of specially designed instruction under IDEA, begin in the least restrictive environment with the use of supplementary aids and services and may move into a more restrictive environment/placement if deemed appropriate and necessary by the

student's IEP team. This decision is made based on all data review and student performance. Identification for services under Chapter 14 begin with the Child Study Referral Team. The DSD is proud if the child study referral procedures that occur in all three schools. Individuals included in the Child Study process include but are not limited to: building administrator, Certified school psychologist, Special Education Director, guidance counselors, speech therapists, designated special education and general education teachers, speech therapists, occupational therapists (as needed), physical therapists (as needed), and if necessary representatives from outside agencies.

The Child Study Team, as defined by the DSD, is a team approach in identifying factors that are negatively impacting a student's educational progress, by review existing data, discuss and/or develop a plan of action in order to assist the student to achieve adequate progress. Our goal as a member of the Child Study Team, is to ensure each member, including the parent, has the opportunity to provide input and suggestions of interventions that can be readily used in the classroom. Prior to an identified student being placed in an out-of-district educational placement, the student's IEP team will convene and review all data. This data may include but is not limited to : educational progress monitoring; behavioral data collection sheets; disciplinary records; attendance; work samples; previous and current grades; team input; etc.

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

The DSD utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, by attending various webinars offered at the IU 19, on-site training by IU 19 staff, and/or by traveling to the PaTTAN site in Harrisburg. Members of the DSD faculty and staff have received extensive training in a variety of programs, exclusively the Common Core Standards, and Keystone Exams; along with Standards Based IEPs, Aims Web Progress Monitoring, Dibbles, 4-site, Crisis Prevention, School Wide Positive Behavioral Support, Truancy Elimination, Indicator 13/8 Transition Methods, Study Island, Differentiated Instruction, co-teaching methods; Autism, Aspergers, Gifted, etc.

### *Behavior Support Services*

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

The Dunmore School District is committed to the implementation of a school-wide positive behavioral support program primarily within the Dunmore Elementary Center k-6 to reinforce positive behaviors of all students. This program is presently in the planning stages and is set to kick-off beginning the 2014-2015 school year. The team members include: guidance counselors, administration, school psychologist, parents, teachers and staff. The ultimate goal of the Dunmore School District is to further implement a school wide positive behavior support program in the middle school and the high school as well, in order to provide a continuum of behavioral support services district wide. A primary component of the school-wide positive support program, the district will collaborate with our local Intermediate Unit 19, to provide on -going training for all faculty and staff.

Once data is reviewed, there may be some occurrences where a Functional Behavioral Assessment (FBA) may be considered and/or completed in order to systematically examine an individual student's behavior to assist in determining the purpose of a behavior. When a student is identified as presenting a behavior that is impeding his/her participation/success within the general curriculum, a Child Study Team meeting will be convened in order to discuss the specific behavior and develop an appropriate plan of intervention to track and analyze the behavior which will then lead to the development of a Positive Behavioral Support Plan.

The Dunmore School district currently accesses the services of NEIU 19, Northeastern Human Services, Scranton Counseling Center, Youth Advocacy Center, when needs of the student go beyond the scope of what the LEA can provide.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

When the DSD is faced with difficulties of ensuring a Free and Appropriate Public Education (FAPE), for an individual student, the district and the IU 19 Interagency Coordinator work together to coordinate an Interagency meeting with the parents and all local agencies involved with that particular student. The district also requests the assistance of the County Child and Adolescent Service System Program (CASSP) Coordinator when there is increased difficulty in locating an appropriate program for a student in the least restrictive environment. Many of the participants include, but are not limited to, members of the student's educational team; including the Director of special education, school psychologist, case manager, general education teacher(s), related service providers, parents/ guardians, student (if appropriate), building administrator, as well as outside agencies. The Intensive Interagency Meeting allows the district to utilize a continuum of services and programs while eliminating various barriers to the educational process.

The DSD utilizes the IA process to locate appropriate programming within neighboring school districts, including school based and center based partial hospitalization programs. The Local Interagency Coordinator (IU 19) has provided beneficial assistance and guidance in organizing the IA meetings by acting as the point of contact and meeting facilitator. These IA meetings prove to be extremely effective and are an efficient way of gathering all involved parties to the table in order to assure FAPE while considering the Least Restrictive Environment as well.

The DSD is exploring the possibility of program expansion, taking in to consideration the educational financial crisis our state is presently experiencing. Until that time comes, the DSD works tirelessly and collaboratively with neighboring school districts as well as the North Eastern Educational Intermediate Unit in developing a continuum of services for all of our students.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Special Education Department of the Dunmore School District work passionately with updating and adding education services and programs for our students in order to educate our students in the Least Restrictive Environment. Strengths and Highlights include:

1. The development and implementation of a school wide positive behavioral support program in the elementary center K-6.
2. An updated and more efficient Child Study Referral Process that is data driven and includes administration, guidance, special and general education teachers, school psychologist, special education director, related service providers, and outside agencies.
3. The development of the Co-teaching Model in the Middle and High Schools with the assistance/training involving the NEIU 19.
4. The "push in and pull out" of programs to meet the diverse needs of all students; including speech, OT, PT and emotional support.
5. A full time ASL interpreter on staff, along with 11 paraprofessionals that have either bachelor's,

associate, or certificate of competency from the Department of Education.

6. The creation of an Itinerant Support program allowing students to be served in their home district thus allowing for the Least Restrictive Environment.

7. A more consistent tracking system involving the Homebound process to ensure the provision of FAPE.

8. Consistent collaboration with the Office of Vocational Rehabilitation to assist in students transitions beyond the school age programs.

9. The utilization of AIMS WEB which is a research-based progress monitoring tool that tracks students' progress through the school year.

10. Parent Training in conjunction with " Parents Night".

11. Positive and continues participation with the Lackawanna Career Technology program to provide vocational training to students who accept the option to participate.

12. The use of research based curriculums such as: Saxon Math, SRA Reading, Aims Web, Touch Math, 4-site, Study Island, Lexia program, to name a few.

13. A continued positive relationship with NEIU 19 and neighboring district to provide a framework of services to meet the needs of all students.

14. The creation of an in-house mental health program serviced by Scranton Counseling Center.

15. A newly implemented Student Information System, that allows students and parents access to progress reports, assignments, grades, and attendance.

16. Contracted services with the NEIU 19 for all related service providers as needed.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Saint Joseph's Center	Nonresident	Northeastern Educational Intermediate Unit # 19	18

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story	Approved Private Schools	Autistic Support/Emotional Support	7
NEIU 19	Other	Emotional Support/Autistic Support/ Multiple Disabilities	14
NHS	Approved Private Schools	Emotional Support	2
EHAB	Approved Private Schools	Emotional Support	2
Graham Academy	Approved Private Schools	Autistic Support	1
Riverside School District	Neighboring School Districts	Life Skills	1
Victory Village	Other	Life Skills Support	2
Marywood University-SOAR	Other	Autistic Support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 10	8	1
Justification: There is one student who's parent signed a waiver. This student receives Itinerant Autistic Support							

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	1

### Program Position #3

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	22	1
Justification: Two students presently moved in. Waiver signed.							

**Program Position #4**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	17	1

**Program Position #5**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	13	1

**Program Position #6**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	1

**Program Position #7**

*Operator: School District*  
**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore Middle	A Middle	A building in	Supplemental	Learning	13 to	15	1

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	15		
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**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	19	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	20	1

**Program Position #10***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Dunmore School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	28	1

**Special Education Support Services**

Support Service	Location	Teacher FTE
Director of Special Education	District-wide	1
School Psychologist	District wide	1
Speech/ Language Therapists	Disrict wide	2
Paraprofessional/PCA	Dunmore Elementary Center	0.5
Paraprofessionals	Dunmore Elementary Center	5
Paraprofessional	Dunmore Middle School	2
Paraprofessionals	Dunmore High School	4
Deaf/Hard of Hearing Interpreter	Dunmore High School	1

Itinerant Learning Support	District Wide	1
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### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Intermediate Unit	1 Hours
Occupational Therapist	Intermediate Unit	2 Days
Vision Therapist	Intermediate Unit	2 Days
Deaf and Hard of Hearing Teacher	Intermediate Unit	5 Hours
Orientation and Mobility Therapist	Intermediate Unit	1 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	Each year, the DSD faculty and staff working with students on the Autism Spectrum will receive on going consultation and training in order to understand characteristics of students diagnosed with Autism Spectrum Disorder , as well as develop an understanding and effectiveness of research-based and effective strategies that will allow identified students to be successfully included within the Least Restrictive Environment (LRE).
<b>Person Responsible</b>	Frances Loughey
<b>Start Date</b>	9/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	8
<b># of Participants Per Session</b>	20
<b>Provider</b>	DSD/ IU 19
<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Instructional strategies that are research and effectiveness based to utilize with students identified with Autism Spectrum Disorder within the Least Restrictive Environment.
<b>Research &amp; Best Practices Base</b>	Continuous research on intervention/strategies for students identified as ASD.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation          Department Focused Presentation          Professional Learning Communities          Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers          Principals / Asst. Principals          Paraprofessional          New Staff          Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)          Elementary - Intermediate (grades 2-5)          Middle (grades 6-8)          High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>

<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of specially designed instruction</p>

## Behavior Support

<b>Description</b>	<p>The DSD Administration, Faculty, and staff will work as a team to effectively implement School Wide Positive Behavior Support programs across k-12 settings. The current program in the development stages will be fully implemented during the 2014-2015 school year. Based on the success of the k-6 PBSP will determine the development and implementation date of PBSP in the Middle School and High School. However, faculty and staff in DMS and DHS have access to our full time board certified behavioral analyst when need exists. In the meantime however, the DMS and DHS faculty and staff will access the district policy with regard to classroom and Behavior management, Functional Behavioral Assessment, Positive Behavior Support Plan, Deescalation Techniques, and Safe Crisis Management.</p>
<b>Person Responsible</b>	Dunmore School District Administration
<b>Start Date</b>	9/3/2014
<b>End Date</b>	6/12/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

## Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	4
<b># of Participants Per Session</b>	20
<b>Provider</b>	DSD/IU 19
<b>Provider Type</b>	IU 19, DSD, PaTTAN
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Consistent and effective research based behavioral interventions to enhance Positive Behavioral Support district wide.
<b>Research &amp; Best Practices Base</b>	Consistent and effective research based behavioral interventions to enhance Positive Behavioral Support district wide.

<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Professional Learning Communities  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Disciplin referral data.</p>

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## Paraprofessional

<b>Description</b>	<p>All paraprofessionals are obligated to participate in 20 hours of continued education each school year. The DSD requires that all paraprofessionals demonstrate a workable understanding of students' disabilities, and effective strategies to assist with programming within the least restrictive environment. All district paraprofessionals will receive training in technology, progress monitoring, state and district assessments bullying, confidentiality Crisis Prevention Institute, Direct instruction curriculums, Individual student health plans.</p> <p>All district paraprofessionals will be equipped to better understand and meet the diverse needs of students within the DSD.</p>
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/3/2014
<b>End Date</b>	6/12/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	1.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	12
<b>Provider</b>	Dunmore school district administration
<b>Provider Type</b>	PaTTAN, IU 19, DSD
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA</b>	Empowers leaders to create a culture of teaching and

<b>administrators, and other educators seeking leadership roles</b>	learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team collaboration/ observations
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Data review where appropriate, logged hours of completed competencies/trainings

### Reading NCLB #1

<b>Description</b>	The faculty and staff of the DSD will implement research based reading programs and utilize research base progress monitoring tools to assist in developing appropriate educational plans
<b>Person Responsible</b>	Dunmore School District Administration
<b>Start Date</b>	9/1/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	20
<b>Provider</b>	DSD/IU19
<b>Provider Type</b>	A few providers IU/DSD/ For profit companies

<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	To understand the implementation of research-based programs and progress monitoring tools.
<b>Research &amp; Best Practices Base</b>	Research-based and effectiveness-based programming and strategies to monitoring reading progress.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Student PSSA data Standardized student assessment data other than the PSSA

## Transition

<b>Description</b>	The DSD faculty and staff will develop appropriate individualized activities to assist students in preparing for Post-secondary education, Independent Living, and Employment.
<b>Person Responsible</b>	Special Education Director
<b>Start Date</b>	9/3/2014
<b>End Date</b>	6/10/2017
<b>Program Area(s)</b>	Professional Education, Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	2
<b>Provider</b>	DSD/IU 19
<b>Provider Type</b>	Collaborative efforts between IU 19, DSD, Outside agencies,
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The Special Education Teachers, Staff and parents will increase their awareness/opportunities of available living, educational, and occupational agencies in order to implement these opportunities into the students' transition IEP.

<b>Research &amp; Best Practices Base</b>	Indicator 13 transition planning has been provided to school districts and families for students who are of the appropriate age. Research based strategies/assessments will be utilized.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of written reports summarizing instructional activity</p>

# Special Education Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*