

## Profile and Plan Essentials

### Special Education Students

Total Number of Special Education Students 261

Total Student Enrollment 1456

Percent of Special Education Students 17.9

## Steering Committee

Name	Position/Role	Building	Email
Krista Antonis	Superintendent	Annville-Cleona SD	KAntonis@acschools.org
Josiah Keene	Director of Curriculum	Annville-Cleona SD	JKeene@acschools.org
Danielle Heisler	Director of Special Education	Annville-Cleona SD	Dheisler@acschools.org
Laurie Bowersox	Building Principal	Annville Cleona HS	LBowersox@acschools.org
Ross Hopple	Building Principal	Annville El Sch	RHopple@acschools.org
Kevin Brindle	Building Principal	Annville Cleona HS	KBrindle@acschools.org
Marleigh Palmer	Special Education Teacher	Cleona El Sch	MPalmer@acschools.org
Sierra Martz	Special Education Teacher	Annville El Sch	SMartz@acschools.org
Samantha Brown	Special Education Teacher	Annville El Sch	SBrown@acschools.org
Jessica Bahler	Special Education Teacher	Annville El Sch	JBahler@acschools.org
Kathleen McFeaters	General Education Teacher	Annville El Sch	KMcFeaters@acschools.org
Addison Ayers	General Education Teacher	Cleona El Sch	AAyers@acschools.org
Sara Gensemer	Special Education Teacher	Annville El Sch	SGensemer@acschools.org
Katharine Stine	Other	Annville-Cleona SD	KStine@acschools.org
Susie Stern	Parent	Annville Cleona HS	susiestern@gmail.com
Kimberly Wilson	General Education Teacher	Annville El Sch	KWilson@acschools.org
Stephanie Kveragas	Special Education Teacher	Cleona El Sch	SKveragas@acschools.org
Allison Waltman	Other	Annville-Cleona SD	AWaltman@acschools.org
Breana Friday	Special Education Teacher	Annville El Sch	BFriday@acschools.org
Emily Hauck	General Education Teacher	Cleona El Sch	EHauck@acschools.org
Joyce Cullen	Parent	Annville El Sch	joycecullen@gmail.com
Lauren Lezon	Parent	Annville-Cleona MS	lauren.e.lezon@gmail.com

## 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.)

The Annville-Cleona School District (ACSD) does not have any children's institutions, including detention homes or treatment centers located within the District. If there were, the District would comply with Section 1306 of the School Code. If a facility moves into ACSD, the District will comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations. The LEA follows the public school code and works with our local Intermediate Unit (LLIU #13) to meet Child Find requirements to locate and provide services to the students placed within these facilities and provide special education and related services.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?  
When the District is made aware that a student is placed in a 1306 facility, the Director of Special Education contacts the District ("host District") where the facility is located. The Director of Special Education informs the host District that the student requires special education and related services. The ACSD team will ask to participate in all Individualized Education Program (IEP) meetings and treatment team meetings to ensure that the student is receiving a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). ACSD ensures that our students receive FAPE and can further assist with their eventual transition back to their home school and community by being an active team member.

## 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).  
When the Annville-Cleona School District (ACSD) receives notice that a student with an Individualized Education Program (IEP) is receiving services in a state correctional facility, the District will forward educational records to the facility, including the most recent evaluation/reevaluation report as well as the IEP. The District communicates with agencies providing services for incarcerated youth, such as probation and mental health providers, and allows participation in IEP meetings and/or transition planning meetings. Eligible students receive special education when they are charged with a criminal offense, awaiting trial, and after they are convicted of a criminal offense. When District students with special needs are placed at the Lebanon County Prison, the Local Education Agency in the area provides FAPE. As the LEA, the Director of Special Education from ACSD attends all IEP meetings and reevaluation meetings and monitors the student's progress.

## Least Restrictive Environment

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

The Annville-Cleona School District educates students within Individualized Education Programs (IEP) in the Least Restrictive Environment (LRE) to the maximum extent appropriate according to their individual needs. The District provides a continuum of supports and services to make every effort to keep students in their home schools. Within the District, we currently offer Learning Support K-12, Autistic Support K-6, Life Skills Support (7-12), and Emotional Support (9-12). Annville-Cleona School District also employs two Speech and Language Therapists and a Behavior Analyst. The District contracts with Austill's to provide Occupational Therapy and Physical Therapy to students and contracts with the Lancaster-Lebanon IU13 for job training, deaf and hard of hearing services, itinerant emotional support, and itinerant autistic support. If, through the evaluation process, students are found to have an identified need, the District will provide the necessary services. The District is working to improve the number of students being served inside the regular education classroom less than 40% of their day. At the start of the 21-22 school year, the District increased the number of co-taught classes offered throughout the District to increase inclusion opportunities in content area courses. The District currently provides co-taught reading and math classes at Annville Elementary (3-6), co-taught math and English classes at the middle school level (7-8), and co-taught science, math, and English courses at the High School level (9-12). Staff training occurred at the start of the 21-22 school year on co-teaching, and additional training is scheduled this summer on accommodations and modifications to further support students 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?

Annville-Cleona School District (ACSD) has implemented a tiered system of support, Leadership Team, to identify academic, behavioral, and/or attendance needs. The Leadership team supports all students, individualized to their needs. The district ensures that comprehensive evaluations are conducted, with parent consent, to identify needs in the areas of academic, behavioral, and/or social/emotional. The comprehensive evaluation or reevaluation determines the student's eligibility and needs under Chapter 14, special education services. Students identified with an educational disability are provided with accommodations based upon their needs in the least restrictive environment. These accommodations are determined by the IEP team, which consists of parents/guardians, principal, special education teacher, general education teacher, and any related service provider that is part of the team.

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

The Annville-Cleona School District (ACSD) provides professional development opportunities to all staff during district in-service days and through participation at outside conferences to ensure meaningful participation for students with disabilities in the general education curriculum. During the summer of 2021, professional development sessions focused on curriculum and instruction, social-emotional learning, and assessment. Staff members have received training in topics such as; adapting tests and quizzes, safety care, suicide prevention, creating meaningful assessments, and co-teaching. This summer, the district is focusing on more differentiated opportunities for all staff to meet their individual professional development needs. Professional development sessions will be available on topics such as; class-wide behavior management strategies, reinforcement strategies, trauma-informed practices, writing effective IEPs, modifications, and accommodations for all students, etc. In addition to staff training, the Annville-Cleona School District additionally provides paraprofessional support within each school building, co-teaching opportunities in grades 3-12, and opportunities for consultation and collaboration with special education teachers to assist with ensuring meaningful participation of students with disabilities in the general education curriculum. Finally, the school district additionally has access to the IU TaC team throughout the school year to support both general education and special education teachers with the implementation of supplementary aids and services within the general education setting.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Supplementary aids and services are provided according to the needs identified in a student's Individualized Education Program (IEP) to support their participation in other education-related settings such as extracurricular and non-academic settings to support students with disabilities. The use of paraprofessional support helps our students be successful in an inclusive environment. Paraprofessionals assist students with disabilities in the general and special education settings. Paraprofessionals provide reteaching of academic skills, assistance with self-care and mobility, behavior support, data collection, and generalization of taught skills. Assisting students with their unique and varied individual needs allows them to remain in the regular education setting, including extracurricular activities and non-academic locations, with faded support to increase student independence.
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 Annville-Cleona School District educates students with IEPs in the Least Restrictive Environment to the maximum extent appropriate according to their individualized needs. The District offers a continuum of special education supports and services to meet the unique learning needs of the students. It is always a priority to provide our students with disabilities maximum opportunities to interact with non-disabled peers. The IEP team, with consideration of all appropriate supplementary aids and services, remains the vehicle that guides team members in developing the least restrictive placements for all children with disabilities. After exhausting all the possible supports and services, along with rigorous documentation and data collection, the team will begin to consider the need for outside placement. In those circumstances, we look to our neighboring school districts, the Lancaster-Lebanon IU13, and licensed private school programs to host/operate special education classes to provide a free appropriate public education. Currently, the District has less than 1% of its special education population in other settings. For students receiving academic instruction outside the regular education setting, all efforts are made to include those students in non-academic times with their non-disabled peers, such as music, art, lunch, assemblies, and extracurricular activities if appropriate.
6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)  
The district will explore all options to keep a student in the Least Restrictive Environment (LRE) and has consistently dedicated resources to maintaining students in those settings, including redistributing district resources, such as staff and money, and adjusting schedules. The district has incorporated the inclusion questions into the IEP as mandated by the state, which facilitates discussions for appropriate educational placement. Based on current students' needs, the District added an Autistic Support Classroom at Annville Elementary School at the start of the 21-22 school year to support our students aging out of Cleona Elementary School (K-2) that continue to need Supplemental and Full-time Autistic Support. At the start of the 21-22 school year, the District also added a Behavior Analyst to further support our students with social, emotional, and behavioral needs to keep them within their least restrictive environment.

## Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Palmyra Middle School	Other	School-based Autistic Support	Lancaster-Lebanon IU13	Autistic Support	1
ELCO Intermediate School	Other	Neighboring School District	ELCO School District	Autistic Support	1
Lebanon Middle School	Other	School-based Autistic Support	Lancaster-Lebanon IU13	Autistic Support	1
The Vista School	Licensed Private Academic		The Vista School	Autistic Support	1
New Story School - New Cumberland	Licensed Private Academic		New Story School	Autistic Support	1
Union Canal Elementary	Other	Neighboring School District	Cornwall-Lebanon School District	Emotional Support	3
Central Education Center	Other	Center-based Emotional Support	Lancaster-Lebanon IU13	Emotional Support	1
Lebanon Middle School	Other	Neighboring School District	Lebanon School District	Emotional Support	1
Northern Lebanon Middle School	Other	School-based Emotional Support	Lancaster-Lebanon IU13	Emotional Support	4
Community School Southeast	Other	Center-based Emotional Support	Lancaster-Lebanon IU13	Emotional Support	1
Yellow Breeches - Annville Campus & Fishing Creek Campus	Licensed Private Academic		Yellow Breeches Education Center	Emotional Support	7
Jonestown Elementary School	Other	Neighboring School District	Northern Lebanon School District	Life Skills Support	1





## Positive Behavior Support

Date of Approval  
2021-02-08

### Uploaded Files

Behavior Support 113.2.pdf

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

Individual, class-wide, and school-wide positive behavior supports are utilized to teach and reinforce appropriate behavior and increase learning for all students. The district only utilizes positive behavior techniques for the development, change, and maintenance of selected behaviors. IEP teams are required to develop individualized positive behavior support plans for students that require specific interventions to address behaviors that interfere with their learning or the learning of others. Positive behavior support plans are based on functional behavior assessments and include a variety of research-based strategies and techniques to develop and maintain skills to enhance students' opportunities for learning. The purpose of a positive behavior support plan is to eliminate the pattern of behaviors and replace the behavior with socially acceptable skills.

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.

Special Education professional staff are trained and updated in the new regulations related to positive behavior supports and the use of restraints. The district only uses positive techniques to develop, change, and maintain selected behaviors. Teachers receive training through school year in-service sessions, consultations with IU13, and during monthly department meetings to develop their skills in identifying student behavior functions and appropriately adjusting responses to students' behavior to promote learning. Special Education case managers monitor the progress and needs of students with disabilities and collaborate with the general education teachers to ensure knowledge and understanding of specially designed instruction and services, including behavioral goals and support. Administrators, teachers, and support staff have received and will continue to receive training throughout the school year during scheduled in-service sessions, consultation with IU13 and the District Behavior Analyst, and during monthly department meetings to develop their skills in identifying the function of student's behavior and how to adjust their responses to behavior to promote learning appropriately. Special education case managers monitor the progress and needs of students with disabilities and collaborate with the general education teachers to ensure knowledge and understanding of specially designed instruction and services, including behavioral goals and supports.

3. Describe the district positive school wide support programs.

The district has implemented school-wide positive behavior supports (SWBPS) at Cleona Elementary School and Annville Elementary School, including tiered supports. In addition, morning meetings and social-emotional learning (SEL) lessons occur at each school building (K-6). At the secondary level, the district implements Josten's Renaissance program components, weekly SEL lessons, and weekly college and career readiness lessons (i.e., Workforce Wednesdays). Additionally, all middle school students have an enrichment period at the end of the school day, and all high school students have an advisory period to further support making connections with school staff.

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

School Counselors, School Psychologists, and School Social Workers support students based on individual needs by providing group or individual sessions. The district currently provides School-based Counseling in collaboration with Empower the Mind, LLC in all three school buildings. As with many districts throughout the state, there are also resources in the form of Intensive Behavioral Health Services (IBHS) services: such as Therapeutic Support Staff (TSS), Mobile Therapy Services, and Behavioral Specialist Services as well as a variety of other community services that support students and their families. These programs and services offer vital resources to our students and families within the district. The District also utilizes the Student Assistance Program (SAP) for intervention and referrals. Special education, general education, professionals, and school administrators work closely with local behavioral health agencies in an effort to align the student's IEP to ensure consistent, coordinated, and effective behavioral health programming when needed.

5. Describe the district restraint procedure.

The district only uses positive techniques for the development, change, and maintenance of targeted behaviors. In previous years, staff was trained in Crisis Prevention Intervention (CPI). At the start of the 21-22 school year, special education teachers, administrators, and designated staff members within each school building were trained and will continue to be trained in QBS Safety Care. Safety Care is a comprehensive continuum of prevention, de-escalation, and safe emergency intervention strategies for responding to aggressive behavior in the school environment. Trained staff members are recertified annually. The District never uses Prone restraints. When a student is referred to law enforcement, the IEP team meets to update or develop the functional behavior assessment (FBA), positive behavior support plan (PBSP), and IEP as necessary to address the student's identified needs. The district uses the state-recommended forms and processes when addressing behavioral concerns through behavior support plans. The District has not had a need for more intensive support, such as the services provided by the Bureau.

## 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.

Currently, the Annville Cleona School District is not having difficulty ensuring Free Appropriate Public Education (FAPE) for any particular disability category or individual student. If the district encountered difficulty with programming for a student, we would work collaboratively with neighboring school districts, the Lancaster-Lebanon IU13, and community agencies to resolve the situation. The Children and Adolescent Service System Program (CASSP) is a support resource that the district can utilize; it provides comprehensive mental health care for children, adolescents, and their families. The Director of Special Education attends CASSP meetings to support our students and ensure appropriate program decision-making. Through the District programs, neighboring district programs, the Lancaster-Lebanon IU13 programs, and interagency collaboration, all students are being provided a FAPE.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSK2	Secondary	Full-time (1.0)	05/06/2022 11:08 AM

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		15
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LSSRG	Secondary	Full-time (1.0)	05/06/2022 12:49 PM
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<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 21
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in grades 9-12, receiving the supports at different times. Signature obtained for age range		0.25

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Students are in grades 9-12, receiving the supports at different times. Signature obtained for age range		0.4

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSESCD	Secondary	Full-time (1.0)	05/06/2022 12:41 PM

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.18

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Emotional Support		
<b>Support Sub-Type</b>		
Emotional Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	16 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		

Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		5
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 17
<b>Age Range Justification</b>		<b>FTE %</b>
		0.1

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSSP	Secondary	Full-time (1.0)	05/06/2022 12:31 PM

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>

Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 16
<b>Age Range Justification</b>		<b>FTE %</b>
		0.3

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSWS	Secondary	Full-time (1.0)	05/06/2022 12:38 PM

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>



School District	Secondary	15 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	14 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSKT	Secondary	Full-time (1.0)	05/06/2022 10:56 AM

<b>Building Name</b>		
Annville-Cleona MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		7
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>

	0.14
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<b>Building Name</b>		
Annville-Cleona MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSJM	Secondary	Full-time (1.0)	05/06/2022 10:55 AM

<b>Building Name</b>		
Annville-Cleona MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 13
<b>Age Range Justification</b>		<b>FTE %</b>
		0.06

<b>Building Name</b>		
Annville-Cleona MS		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSJB	Elementary	Full-time (1.0)	05/06/2022 10:59 AM

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		21
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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LSBF	Elementary	Full-time (1.0)	05/06/2022 10:26 AM
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<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSSG	Elementary	Full-time (1.0)	05/06/2022 10:12 AM

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<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 10

<b>Age Range Justification</b>	<b>FTE %</b>
	0.55

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
LSSB	Elementary	Full-time (1.0)	05/06/2022 10:25 AM

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		12
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
Students may be in the classroom at the same time but receive supports at different times/in different groups		0.24

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LSSK	Elementary	Full-time (1.0)	05/06/2022 10:53 AM

<b>Building Name</b>		
Cleona El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 10
<b>Age Range Justification</b>		<b>FTE %</b>
Students may be in the classroom at the same time but receive supports at different times/in different groups		0.08

<b>Building Name</b>		
Cleona El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		9
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
Students may be in the classroom at the same time but receive supports at different times/in different groups		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
AWSpeech	Multiple	Full-time (1.0)	05/06/2022 10:02 AM

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		34
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.52

<b>Building Name</b>		
Annville-Cleona MS		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		6
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 14
<b>Age Range Justification</b>		<b>FTE %</b>
		0.09

<b>Building Name</b>		
Annville Cleona HS		
<b>Support Type</b>		

Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		4
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	15 to 19
<b>Age Range Justification</b>		<b>FTE %</b>
Age range is within state level requirements, the speech and language pathologist sees students in grades 9-12 at different times		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TESpeech	Elementary	Full-time (1.0)	05/06/2022 10:27 AM

<b>Building Name</b>		
Cleona El Sch		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		45
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.69

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
ASMP	Elementary	Full-time (1.0)	05/06/2022 09:41 AM



<b>Building Name</b>		
Cleona El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

<b>Building Name</b>		
Cleona El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		2
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	5 to 8
<b>Age Range Justification</b>		<b>FTE %</b>
		0.25

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
ASSM	Elementary	Full-time (1.0)	05/06/2022 09:21 AM

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.38

<b>Building Name</b>		
Annville El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Supplemental (Less Than 80% but More Than 20%)		1
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	8 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.12

## Special Education Facilities

<b>Building Name</b>		<b>Room #</b>
Cleona El Sch		132
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

### 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	

<b>Building Name</b>		<b>Room #</b>
Cleona El Sch		104
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
34 feet, 0 inches x 22 feet, 0 inches	748sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Cleona El Sch		34
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
10 feet, 5 inches x 8 feet, 0 inches	83sqft	2
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		109
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 0 inches x 21 feet, 5 inches	792sqft	28
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		110
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
37 feet, 0 inches x 21 feet, 5 inches	792sqft	28
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		105
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
42 feet, 5 inches x 22 feet, 0 inches	933sqft	33
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		204
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 5 inches x 20 feet, 0 inches	648sqft	23
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

#### 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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		205
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
32 feet, 5 inches x 20 feet, 0 inches	648sqft	23
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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**8 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	

<b>Building Name</b>		<b>Room #</b>
Annville El Sch		225
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
11 feet, 9 inches x 17 feet, 9 inches	208sqft	7
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

**9 Assurance Check**

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



<b>Building Name</b>		<b>Room #</b>
Annville-Cleona MS		101
<b>School Building</b>		<b>Building Description</b>
Junior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

10Assurance 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	

<b>Building Name</b>		<b>Room #</b>
Annville-Cleona MS		102
<b>School Building</b>		<b>Building Description</b>
Junior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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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	

<b>Building Name</b>		<b>Room #</b>
Annville Cleona HS		111
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

12 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Annville Cleona HS		113
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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	

<b>Building Name</b>		<b>Room #</b>
Annville Cleona HS		115
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

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14 Assurance Check

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

<b>Building Name</b>		<b>Room #</b>
Annville Cleona HS		117
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
33 feet, 2 inches x 31 feet, 0 inches	1028sqft	36
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

15 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	

<b>Building Name</b>		<b>Room #</b>
Annville Cleona HS		223
<b>School Building</b>		<b>Building Description</b>
Senior High		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
29 feet, 6 inches x 25 feet, 0 inches	737sqft	26
<b>Implementation Date</b>		
2022-05-06		
<b>Uploaded Files</b>		

16Assurance 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

### 17Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District-Wide	District
School Psychologist	2	District-Wide	District
Occupational Therapist	1	District-Wide	Contractor
Physical Therapist	1	District-Wide	Contractor
Social Worker	2	District-Wide	District
Transition Coordinator	1	Secondary	Contractor
Behavior Specialist	1	District-Wide	District
Guidance Counselor	3	Secondary	District
Guidance Counselor	2	Elementary	District
Paraprofessionals	14	District-Wide	District

## Special Education Personnel Development

### Autism

Description of Training			
Basic Intensive Skill Training in ABA- "VB Bootcamp"			
Lead Person/Position		Year of Training	
IU13		2021, 2022, 2023, 2024	
Hours Per Training	Number of Sessions	Provider	Audience
12	2 days	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Verbal Behavior and Intensive Training Asynchronous Schoology Course			
Lead Person/Position		Year of Training	
IU13		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	NA	District Intermediate Unit	Parents Paraprofessionals Special Education Teachers

Description of Training			
DATA and Verbal Behavior-Not Another Four Letter Word Asynchronous Schoology Course			
Lead Person/Position		Year of Training	
IU13		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	NA	District Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Running Successful IT Sessions Asynchronous Schoology Course			
Lead Person/Position		Year of Training	
IU13		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	N/A	Intermediate Unit	Building Administrators Parents Paraprofessionals Special Education Teachers

Description of Training			
Beginning Mand Training			
Lead Person/Position		Year of Training	
IU13		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	NA	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Paraeducator Workshop - Autism 101			
Lead Person/Position		Year of Training	
IU13		2021	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	Paraprofessionals



<b>Description of Training</b>			
Paraeducator Workshop - Behavior Protocols and Teaching Procedures in Autistic Support Classrooms			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

### Positive Behavior Support

<b>Description of Training</b>			
QBS Safety Care - Initial Training			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Certified Trainer (Behavior Analyst, Director of Special Ed)		2021, 2022, 2023, 2024, 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
12	2	District	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
QBS Safety Care - Recertification			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Certified Trainer (Behavior Analyst, Director of Special Ed)		2022, 2023, 2024, 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	District	Building Administrators Central Office Administrators

			General Education Teachers Paraprofessionals Special Education Teachers Other
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<b>Description of Training</b>			
Josten's Renaissance			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Tommy Long		2021, 2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Building Administrators General Education Teachers Special Education Teachers

<b>Description of Training</b>			
ABC's of Behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Behavior Analyst/Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Reinforcement Strategies			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Behavior Analyst/Director of Special Education		2022	

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Class-wide and Individualized Behavior Management Strategies			
Lead Person/Position		Year of Training	
Behavior Analyst/Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Trauma-Informed Practices			
Lead Person/Position		Year of Training	
IU13		2022	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Functional Behavior Assessments and Positive Behavior Support Plans			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Special Education Teachers

<b>Description of Training</b>			
Paraeducator Workshop - The Function of Behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Paraeducator Workshop - Secondary Skills and Strategies for Social Emotional Learning (SEL)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Paraprofessionals

<b>Description of Training</b>			
Anxiety Disorders in the Classroom			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	District	Paraprofessionals

<b>Description of Training</b>			
Paraeducator Workshop - Shaping Student Behavior			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

### Paraprofessional

<b>Description of Training</b>			
Paraeducator Academy			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2021, 2022, 2023, 2024	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	10	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Differentiated Summer Professional Development (Choice Options - SEL, Technology, Curriculum)			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Annville-Cleona School District		2022, 2023, 2024, 2025	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3-6	Varies	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Credentials of Competency			
Lead Person/Position		Year of Training	
PaTTAN			
Hours Per Training	Number of Sessions	Provider	Audience
20	10	PaTTAN	Paraprofessionals

Description of Training			
Paraeducator Workshop Series			
Lead Person/Position		Year of Training	
IU13		2021, 2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	4	Intermediate Unit	Paraprofessionals

## Transition

Description of Training			
Secondary Transition Resources			
Lead Person/Position		Year of Training	
Director of Special Education		2020	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training	
PA Post School Outcome Surveys (PAPOS)	
Lead Person/Position	Year of Training

Director of Special Education		2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
SEL and Career Ready Skills - Asynchronous			
Lead Person/Position		Year of Training	
Standards Aligned System (SAS) PD Center		2021	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Building Administrators General Education Teachers Special Education Teachers Other

Description of Training			
Act 158 and Students with Disabilities			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
College and Career Readiness			
Lead Person/Position		Year of Training	
Secondary Guidance Counselor			
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	Building Administrators General Education Teachers Special Education Teachers

			Other
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Description of Training			
Lancaster Lebanon Transition Network Meetings			
Lead Person/Position		Year of Training	
IU13		2021, 2022	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit	Central Office Administrators Special Education Teachers Other

Description of Training			
IU13 Live Virtual Transition to Post-Secondary Education Fair			
Lead Person/Position		Year of Training	
IU13			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

### Science of Literacy

Description of Training	
Culturally Responsive Literature in the Classroom	
Lead Person/Position	Year of Training



Professional education and resources for learning (PEARL)		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Other	Building Administrators General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
The Science of Reading within an MTSS Framework - Webinar			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
6	1	PaTTAN	Building Administrators General Education Teachers Special Education Teachers Other

<b>Description of Training</b>			
Paraeducator Workshop - Multisyllabic Decoding Strategies: Reading Beyond the CVC Words			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Paraeducator Workshop - Expanding Comprehension Through Explicit Vocabulary Instruction			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

2	1	Intermediate Unit	Paraprofessionals
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Description of Training			
Structured Literacy Interventions: Teaching Students with Reading Difficulties K-6			
Lead Person/Position		Year of Training	
PaTTAN		2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	10	PaTTAN	Special Education Teachers

### Parent Training

Description of Training			
Lancaster-Lebanon Right to Education (RTE Task Force) - Free Parent Information Sessions			
Lead Person/Position		Year of Training	
IU13/PaTTAN		2021, 2022, 2023, 2024, 2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	5	Intermediate Unit PaTTAN	Building Administrators Central Office Administrators Parents

Description of Training			
Post-Secondary Education Discussion - Virtual Webinar			
Lead Person/Position		Year of Training	
The Arc of Pennsylvania		2021	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Building Administrators Parents Special Education Teachers

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Description of Training			
Engaging Families in Transition Planning			
Lead Person/Position		Year of Training	
PaTTAN		2021, 2022	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	PaTTAN	Parents

### IEP Development

Description of Training			
Legally Defensible IEP's			
Lead Person/Position		Year of Training	
Director of Special Education		2021, 2022, 2023	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers Other

Description of Training			
Writing Effective IEPs and Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Director of Special Education		2022	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	District	Special Education Teachers Other

<b>Description of Training</b>			
Modifications and Accommodations for All Students			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/Secondary Principal		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
3	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

<b>Description of Training</b>			
Co-teaching			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education/Secondary Building Principal		2021	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	District	General Education Teachers Special Education Teachers

<b>Description of Training</b>			
ACSD Special Education K-6			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education		2021, 2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	District	Special Education Teachers Other

<b>Description of Training</b>			
ACSD Special Education 7-12			

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	6	District	Special Education Teachers

<b>Description of Training</b>			
Paraeducator Workshop - Understanding the Special Education Process			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
IU13		2022	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
2	1	Intermediate Unit	Paraprofessionals

<b>Description of Training</b>			
Considerations and Strategies for Effective Progress Monitoring - Virtual Webinar			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
PaTTAN			
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	1	PaTTAN	Special Education Teachers

## Signatures & Affirmations

Approval Date

Uploaded Files

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

