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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Special Education Report**  
**Thursday, August 13, 2009**  
**(Last Last Approved: Friday, July 31, 2009)**

**Entity:** Donegal SD  
**Address:** 1051 Koser Rd  
Mount Joy, PA 17552

## School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Donegal SD	Lancaster-Lebanon IU 13	Ellen J. Castagneto	6	2806	424

### District Special Education Contact:

Name	Title	Phone	Fax	Email
Ellen J. Castagneto	Director of Special Education and Pupil Services	717-492-1311	717-653-0692	ellen.castagneto@donegal.k12.pa.us

## Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Ault, Deb	Donegal Springs Elementary	Administrator	Administration/Teachers
Barrick, Tamela	Donegal Middle School	Regular Education Teacher	Teachers
Blair, Dana	Riverview Elementary	Administrator	Administration
Castagneto, Ellen J.	Donegal School District - Spec. Ed. and Pupil Services	Administrator	Administration
Commero, Shelby	Donegal Middle School	Special Education Teacher	Teachers
Felix, John	Donegal High School	Administrator	Administration
Griest, Kim	Donegal Springs Elementary	Special Education Teacher	Teachers
Hagenberger, Sharon	Maytown/Kindergarten Center	Administrator	Administration
Haugh Judy	Donegal Middle School	Administrator	Administration
Overmeyer, Pam	IU 13 - LRE consultant	Other	IU 13 and administration
Riedel, Shelly	Superintendent - Donegal School District	Administrator	Administration
Robinson, Sherilyn	Donegal Springs Elementary	Regular Education Teacher	Teachers
Roehm, Susan	Donegal High School	Secondary School Teacher	Teachers
Winders, Lori	Donegal School District	Parent	Administration
Witman, Carol	Donegal High School	Special Education Teacher	Teachers

## Program Evaluation (P.L. 105-17, §612(2) and §613(a))

### Current Program Strengths and Highlights

The Donegal School District has continued to engage in inclusive education efforts over the past 3 years that incorporate: collaborative teaching, differentiated instruction, skill based groupings, data driven individual student analysis paired with instruction, and regular progress monitoring for ALL students. This continues to be refined at the K-12 level. While the district does provide a full continuum of services for its disabled youth, an increased emphasis on serving in the LRE, given an increased repertoire of supplementary aides and services, has proven beneficial. All students are clustered presently for skill based instruction at their levels with additional personnel assisting the regular class groupings: reading specialists, special education teachers, paraprofessionals, etc. In addition, the regular education (gen. ed.) curriculum is becoming stronger with improved research based practices, materials and training.

Evidence of our progress over the past three years, is contained in the Special Education Data Reports (SPP targets) and our spring 2009 LRE report that PDE has on file. This data shows the following:

1. For the years 2005-06, 2006-07, 2007-08, and 2008-09, across each of the disability categories, DSD has maintained a higher percentage of students served in the **LRE** than the state average. This percentage is presently at 68% served in the regular class for 80% of the day or more, while the state is at 55.2%. Efforts of inclusive education have occurred for at least five years. Over these 5 years, our LRE rate of educating in the regular education environment has gone from 38.5% to the present 68%. This is a 30 % increase in the number of students being served in the LRE over the past 5 years.

2. Not only are we more inclusive and gearing student instruction across the board more individually for ALL students, we have also maintained a **graduation rate** for IEP'd students that is either higher than or equal to that of the state.

3. We have demonstrated a rate higher than the state in number of students **exited** from special education annually.

4. In the area of **reading** for our IEP'd youth, we have demonstrated **AYP** targets in reading for the 2007-2008 school year, for all grade levels reviewed by the state. To further improve in the area of reading, we began, during the 2008-2009 school year, a research based intensive direct instruction model for those students who were found to be in need (whether IEP'd or not) which is yielding some very promising results, as determined by Benchmark assessments and progress monitoring.

Our rate of **proficiency** in reading has steadily climbed over the past three years (2005-2008) from 13.9% (lower than the state average) to 33.1% (higher than the state average). This is an increase of approximately 20% in 3 years. It is during this three year period that a collaborative teaching and skills based grouping model was occurring, K-12, which continues to be refined and adapted to meet the needs of ALL of our students.

5. In the area of **math** for our IEP'd youth, a steady yearly increase in the percent of **proficient** students over the past 3 years (20.5% TO 38.4%) has been evidenced in the state collected data. This rate increased from a range lower than the state average to higher than the state average. These 3 years represent approximately an 18% increase in our students with IEP's scoring proficient in math. Again, it was during this three year period that a collaborative teaching model with skills based grouping was occurring and continues to be refined.

6. And finally, the district has maintained proportionate amounts of minority/ethnicity/race/gender identification.

## Identifying Students with Learning Disabilities

The district presently identifies students with Specific Learning Disabilities via a three prong method. Students who are experiencing academic difficulties receive skills based grouping with increasing levels (amounts of time and program intensity) of interventions. Progress is monitored weekly. If the student continues to make progress, the student continues with that intervention, and is not referred for further evaluation.

If the student is not making progress, the student is referred for a Multidisciplinary evaluation. The evaluation consists of parent information, school records reviews, achievement testing, progress monitoring / intervention data collection, observations and ability testing (not all inclusive). The ability achievement discrepancy method is used, but also a review of whether the student made progress or not with the applied, research based, interventions.

When the student meets the eligibility criteria to be identified as SLD, the team then determines whether the disability requires a special education teacher (IEP) or merely a need for accommodations/modifications (504). The student is then placed on the appropriate plan, with parent permission and appropriate parental notifications.

## **Enrollment Differences**

Not significantly disproportionate.

## **Ethnicity Enrollment Differences**

Not significantly disproportionate.

## **Exiting Statistics**

While the district has not achieved the SPP target, based on the above listed data, the district is approximately 2% away from such, and 6% closer to the target than the state average. The district will continue to explore alternative options and improved instruction for our IEP'd youth. We have increased job training and transitional programming, alternative options, and begun to develop Truancy Elimination Plans /positive behavior support systems -all of which incorporate regular progress monitoring. For the 09-10 school year, in connection in collaboration with IU 13, Community Based prevocational activities will be added to our Middle School program for those in need of such.

A task force will be working together this summer to begin to explore other alternatives such as: blended schools, credit replacement models, and other drop out prevention models/statistics for All of our youth. Further development of our prevocational and vocational preparation programs for our district IEP'd youth will also be reviewed and adjusted.

The goal would be to increase by 1% or more for 09-10, again in 10-11 and again in 11-12 so that our % surpasses SPP target.

## **24 P.S., §1306 and §1306.2 Placements**

## Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc as of Dec
		1
No Facilities exist	NA	0

## Incarcerated Students Oversight

If a student is placed in a correctional facility, the facility will contact the school district if it determines the student may be eligible for identification, evaluation, or special education services. When the school district is made aware that a special education student or thought to be exceptional student is incarcerated the school district through the special education office, will forward pertinent school records to the facility.

## Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvc as of Dec
		1
No Facilities exist	na	0

## Least Restrictive Environment 34 CFR §300.551

### Ensuring Maximum Integration

The Donegal School District has implemented a full inclusion and collaborative teaching model. All identified students are given the opportunity to participate to the maximum extent appropriate as determined by the IEP team. Student progress is continually monitored and updated to determine appropriate levels of intervention in the regular education setting. Only after the IEP team has determined that all the supplemental support services have been delivered in the regular education setting and the student has not met with success will the team consider a more restrictive placement. Usually the school district will consult with personnel from the local IU to help determine the effectiveness of interventions and the possibility of additional interventions prior to making a recommendation for a more restrictive placement.

Our school district has also been participating in Response to Intervention Select Team Training sponsored by our local Intermediate Unit. Presently a three tiered system of data collection and intervention exists at the K-8 level, and is being reviewed at the 9-12 level. Regular progress monitoring of all students is occurring K-12. These systems are being refined and adjusted as we build capacity. The utilization of this system has been integrated into a pre-referral process and has become part of the data utilized, along with the ability achievement discrepancy model/state criteria for other disabilities, to identify special needs students.

The special education plan committee also completed the PDE sponsored LRE analysis - "Supports for Inclusive Practices: An Evidence-Based Self-Assessment", via the facilitation of IU 13. While the district's data reviewed, indicated tremendous gains in students being served in the LRE - greater gains than those achieved at the state level, the team also identified 2 priority areas for further training and development.: 1) the development of a district wide positive behavior support system, and 2) improved professional development that encompasses skills needed by all teachers to support students with disabilities in general education classrooms,

using job-embedded approaches to capacity-building activities which will meet the needs of diverse learners. General education teachers on the committee discussed having received training on data collection, progress monitoring and new materials/curriculums but not how to integrate those new items with disabled, at risk, or diverse students. The committee will work with the strategic planning and professional development committee to enhance further professional development and incorporate/integrate diversity "how to's" with other instructional based professional staff training.

## Supplementary Aids and Services

Service/Resource	Description
Special Education Supplementary Aids and Services	<p>The DSD offers a full continuum of supplementary aids and services in an effort to meet IEP'd students's needs in the least restrictive environment. As determined by student needs,the district provides: alternate learning strategies, specialized groupings, accommodations for testing, paraprofessional assistance, specialized and or individualized materials, assistive technology, modified curriculum, behavior management, prompting, cueing, one on one assistance, intensive direct instruction, and the below listed related services, to name a few: counseling, nursing, psychological, social worker, social skills instruction, career/ transitional curriculum and instruction, job training, vision/hearing /autism/speech/ot/pt supports and or consultations, and feeding and mobility team services.</p> <p>In addition, our IEP'd youth also receive supports that are provided for the general population, should such needs be present. These supports can include: ESL services, counseling groups, SAP referrals and activities, small group direct instruction, leveled flexible groupings, and differentiated instruction via a Learning Focused Schools (LFS) model.</p>

## LRE Data Analysis

### Personnel Development Activities

There are currently no trainings entered for this topic.

### Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Elizabethtown High School	Neighboring School Districts	Full-time Multiple Disability Support	1
Landisville Middle School	Neighboring School Districts	Full-time Life Skills Support	1
Hempfield High School	Neighboring School Districts	Full-time Life Skills Support	3
Rohrerstown School To Work	Special Education Centers	Full-time School-to-work transition special education center.	5

Manheim Education Center	Special Education Centers	Full-time Emotional Support	3
Park Elementary School	Neighboring School Districts	Full-time Emotional Support	1
Community School East	Special Education Centers	Full-time Emotional Support	1
Mount Joy CTC	Other	Career and Technical Center, Itinerant and Part-time learning support	11
Community School West	Special Education Centers	Emotional Support	1
Fairland School	Special Education Centers	Dually Diagnosed Emotional Support and Life Skills Support	2
Reidenbaugh Elementary	Neighboring School Districts	Physical Support/MDS	3
Mulberry Street School	Special Education Centers	Emotional Support - Intensive Day Treatment	2
Warwick High School	Neighboring School Districts	Autism Support	1
Akron Elementary	Neighboring School Districts	Hearing Impaired Support	1
Landisville Middle School	Neighboring School Districts	Fulltime Autism Support	2
HS Burguard Elementary	Neighboring School Districts	Full time KDG Learning Support	3
Landisville Middle School	Neighboring School Districts	Physical Support	3
Milestones - Harrisburg	Other	Autistic Support	1
Cedars Academy	Out-of-State Schools	Dually diagnosed Autism and Emotional support	1

## Personnel Development for Improved Student Results

### Technical Assistance and Training

#### Personnel Development Activities

**Topic: AYP not met for grades 9-12 in data above; however was met in the Special Education Data Report in 2008 Assessment results. The district will continue to maintain AYP status or above for 09-10, 10-11 and 11-12.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Training in specialized	IU Staff	Parent, New Staff, Paraprofessional,	On-site Training with Guided Practice,	Student benchmarks this

intensive reading instruction occurred on December 4, 2008 to special education reading instruction staff. Ongoing training occurred prior to that with district and IU specialists and following that by the district literacy coach. Parents received a session in January on improving reading. Paraprofessionals received their 20 hours of training from February through April. These training and supports will continue.

Instructional Staff

Study Groups

year have shown steady improvement in the area of reading, more significantly than years past. The new direct instruction strategies and materials, training and schedule adjustments appear to have facilitated this. The district will continue to revise and adjust these practices via ongoing progress monitoring and training in order to maintain AYP status or above for years 09-10, 10-11 and 11-12.

**Topic: Participation rate was not met in the data listed above; however it was met in the 2008 data with a 100% participation rate. DSD will continue to maintain SPP targets over the next 3 years (09-10, 10-11, and 11-12) by continuing and revising the below listed activities.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Staff were coached on an ongoing basis about the importance of student participation rate in the assessments. Data meetings were held with departments or grade	District	Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Data groups	A review of benchmark data indicates that students have made significant improvements in achievement this year, and are better prepared for the examination due to the regular practice sessions, tutoring and courses related to the preparation for the PSSA that

levels on a regularly scheduled basis for ALL students K-12; where the data was reviewed by teachers and building leadership and instructional strategies designed. Monthly data meetings will continue with departments and grade levels and be evidenced in prescriptive lesson planning and flexible groupings. The focus of improved participation and achievement will be reviewed monthly and at inservice sessions throughout the years.

have been added to the regular building schedules - for all students at their level. The district will continue to coach, support, train and apply interventions stated above in order to maintain the SPP participation targets for the 09-10, 10-11, and 11-12 school years.

**Topic: Proficiency target was not met as per the 2007 data above; however, the 2008 special education data report indicates that the proficiency rate for the district surpassed both the state and the SPP target. The district will continue to meet the SPP target for the 09-10, 10-11 and 11-12 school years.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
See strategies listed in item	PATTAN Staff, IU Staff, district	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Conferences, Study	Student achievement results will

1 and 2  
above.

Administrative Staff, Groups  
Related Service  
Personnel

improve at a rate  
of 1 % above SPP  
target per each  
school year, 09-  
10, 10-11, 11-12.

## Personnel Development - PA NCLB Goal #1

### Reflections

- **Legacy Dataview 54**

**Strength Last Modified: 5/29/2009**

The district met AYP on the state reading assessment across all levels listed on the 2007-2008 Special Education Data Report .

**Strength Last Modified: 5/29/2009**

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The latest 2007-2008 data report indicates that the district not only met AYP targets in reading, but also had proficiency levels higher than that of the state average.

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- **Legacy Dataview 59**

**Strength Last Modified: 5/29/2009**

The district made AYP on the state math assessment scores across all levels listed on the 2007-2008 Special Education Data Report. This is definitely a program strength and shows improvement.

**Strength Last Modified: 5/29/2009**

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The district made the target for proficiency rates across all levels of math. This level of proficiency is higher than the state average and demonstrates improvement.

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- **Legacy Dataview 63**

**Strength Last Modified: 5/29/2009**

The district's enrollment by ethnicity has remained constant. No disproportionate values in the identification of disabled students has been noted.

- **Legacy Dataview 67**

**Concern Last Modified: 5/29/2009**

As per the PDE Data sheet based on the 2008 child count, the district is identifying 17.5% of its students as special education, where the state average is 15.1%.

**Concern Last Modified: 5/29/2009**

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The district (31.5%) has nearly double the percentage of identified speech and language students, as the state average (16.3%).

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- **Legacy Dataview 68**

**Strength Last Modified:**

The Donegal School District is above the state average in the years of teacher experience.

## Base Line Data

For the two areas of concern:

- 1) The district will reduce the enrollment percentage of identified students to that at or below the state level by 2012, given intensive training in eligibility criteria, re-evaluation criteria and intensive general education instructional practices. This will be done in 3% intervals per year, 09-10, 10-11, 11-12.
- 2) The district will reduce the enrollment percentage of speech and language only students to 20% or below by 2012, given intensive training in eligibility criteria, re-evaluation criteria and consistency of service provision. This will be done in 4.5 % increments per years, 09-10, 10-11, and 11-12.

## Personnel Development Activities

### Topic: Reading 2009-2010

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2 inservice days prior to the start of the 2009-2010 school year will be devoted to increasing reading achievement for all teachers, related services, and administration. 1 parent night will be held in the Fall of 2009 on the topic of increasing reading achievement. 1 paraprofessional inservice day in January of 2010 will be devoted to reading instruction. Monthly coaching/training sessions will be conducted with secondary staff, ongoing throughout the	PATTAN Staff, IU Staff, district coaches/Earobics and Teen Biz companies	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Department/grade level meetings	3% higher proficiency rate in the area of reading will be achieved by 2010 as measured by the spring 2010 administration of the PSSA for IEP'd students.

school year.  
 Weekly,  
 coaching,  
 support and  
 training will  
 occur with  
 elementary  
 teachers  
 ongoing  
 throughout the  
 school year.

**Topic: Math 2009-2010**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>1 inservice day will be devoted to improving math instruction and student achievement prior to the start of the school year in August of 2009 for teachers, related services and administration. 1 parent night during the spring of 2010 will be devoted to increasing math achievement. 1 paraprofessional inservice will be conducted during the Fall of 2009 focusing on math instruction. Monthly, ongoing math coaching/training and support will be provided to secondary teachers throughout the school year. Weekly ongoing math</p>	<p>PATTAN Staff, IU Staff, Consultants</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Ongoing coaching and department/grade level meetings</p>	<p>To increase proficiency rate by 3% by spring 2010 as measured by the Spring 2101 administration of the PSSA for IEP'd students.</p>

coaching/training will be provided to elementary teachers throughout the school year.

**Topic: Reading 2010-2011**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>2 inservice days will be devoted at the beginning of the school year for teachers, related services, and administration on improved reading instruction. 1 parent night in the Fall will be devoted to increasing reading achievement. 1 paraprofessional inservice day in January of 2011 will be devoted to improving reading. Monthly coaching/training will occur ongoing throughout the school year at the secondary level. Ongoing weekly coaching/training will occur throughout the school year at the elementary level.</p>	<p>PATTAN Staff, IU Staff, district coaches/speciliasts and Earobics company</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups</p>	<p>A 4% improved proficiciency rate in reading will be achieeved as measured by the Spring 2011 PSSA assessment for IEP'd students.</p>

**Topic: Reading 2011-2012**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
2 inservice days will be devoted to improving reading achievement prior to the start of the school year in August of 2011 for related services, teachers and administration. 1 Fall parent night will be devoted to improving reading. Paraprofessionals will receive 1 day of inservice in January of 2012 on improving reading. Monthly coaching/support/training at the secondary level will be ongoing throughout the school year. Weekly, ongoing, reading support/coaching/training will occur at the elementary level throughout the school year.	PATTAN Staff, IU Staff, District specialaists and coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	A 3% increase in IEP'd students' PSSA scores will be demonstrated as measured by the 2012 spring assessment.

**Topic: Math 2010-2011.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
1 inservice day will be devoted to improving student math achievment prior to the start of the 2010-2011 school year for teachers , administrators and related service personnell. 1 parent night will be held in the spring of 2011 on increasing student math	PATTAN Staff, IU Staff, Consultants and district coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	To increase by 4% the proficiency rate of IEP'd students in the area of math as measured by the spring 2011 administration of the PSSA.

achievement. 1 paraprofessional session will be held in the Fall of 2010 on improving math instruction. Monthly ongoing secondary teacher coaching/support and training will occur throughout the school year. Weekly, ongoing, teacher support at the elementary level for increasing math achievement will occur throughout the school year.

**Topic: Math 2011-2012.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>1 inservice day will be devoted at the start of the school year to improving math instruction and student achievement for teachers, related services and administrators. 1 inservice session will be provided in the Fall of 2011 for paraprofessionals devoted to improving math instruction. 1 Spring 2011 parent night will be devoted to improving math achievement. Ongoing monthly support/training will occur at the secondary level throughout the school year. Ongoing weekly support/coaching/training</p>	<p>PATTAN Staff, IU Staff, District coaches and consultants</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups</p>	<p>To increase the math proficiency rate of IEP'd students by 3% as measured by the spring 2012 administration of the PSSA.</p>

will occur at the elementary level throughout the school year.

## Personnel Development - PA NCLB Goal #3

### Reflections

- **Legacy Dataview 54**

**Strength Last Modified: 5/29/2009**

The district met AYP on the state reading assessment across all levels listed on the 2007-2008 Special Education Data Report .

**Strength Last Modified: 5/29/2009**

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The latest 2007-2008 data report indicates that the district not only met AYP targets in reading, but also had proficiency levels higher than that of the state average.

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- **Legacy Dataview 59**

**Strength Last Modified: 5/29/2009**

The district made AYP on the state math assessment scores across all levels listed on the 2007-2008 Special Education Data Report. This is definitely a program strength and shows improvement.

**Strength Last Modified: 5/29/2009**

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The district made the target for proficiency rates across all levels of math. This level of proficiency is higher than the state average and demonstrates improvement.

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- **Legacy Dataview 63**

**Strength Last Modified: 5/29/2009**

The district's enrollment by ethnicity has remained constant. No disproportionate values in the identification of disabled students has been noted.

- **Legacy Dataview 67**

**Concern Last Modified: 5/29/2009**

As per the PDE Data sheet based on the 2008 child count, the district is identifying 17.5% of its students as special education, where the state average is 15.1%.

**Concern Last Modified: 5/29/2009**

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The district (31.5%) has nearly double the percentage of identified speech and language students, as the state average (16.3%).

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- **Legacy Dataview 68**

**Strength Last Modified:**

The Donegal School District is above the state average in the years of teacher experience.

## Base Line Data

Based on the two areas of concern described above, the Donegal School District will:

1. Reduce the enrollment percentage of identified special education students (17.5%) to that at or below the state average (15.1%) by 2012 via intensive training and a structured system of accountability for eligibility criteria, re-evaluations, and intensive interventions provided as a part of the general education program. The target would be a 1% decrease per year, for 09-10, 10-11 and 11-12, to be at 14.5% by 2012.

2. Reduce the enrollment percentage of speech and language imparied students from 31.5% to 20% by 2012 via training and practice of structured criteria for disability determination, re-evaluation and consistency of service provision. The target would be to decrease by 4.5% per each year, 09-10, 10-11, and 11-12.

## Personnel Development Activities

**Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2009-2010 - All staff at each building will receive an overview of Autistic characteristics and strategies during a Fall 2010 faculty meeting. Student specific staffings/training for assigned staff will be conducted in the fall of 2009, with followup support from the students' casemanager.	PATTAN Staff, IU Staff, Higher Education Staff, District	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	During the 09-10 school term 100% of special education and regular education teachers and staff interacting or instructing students with autism spectrum disorders will be properly trained to work with that individaul student via a series of staffing meetings. By Decmebver of 2009, all district staff will be able to identify some key characteristics of autsitic children and relevant strategies.

<p>During the fall of 2010-2011, all staff per building will receive training during a faculty meeting that addresses the neurosensory needs of autistic children. Teachers assigned to autistic students will receive additional student specific training/staffings during the Fall of 2010 with followed up coaching/support by the student's casemanager.</p>	<p>PATTAN Staff, IU Staff</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>By December of 2012, all staff will be able to identify a spectrum of neurosensory needs for autistic children. All specific student assigned staff will have recieved support and coaching for individual specific children.</p>
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<p>During the fall of 2011-2012 all staff per building will receive training on social pragmatics and strategies essential to assitinig our autistic children with "the hidden curriculum". All staff assigned to individual specific autistic students will recieve a fall staffing meeting followed up by training/coaching and support by the student's casemanager.</p>	<p>PATTAN Staff, IU Staff, district staff</p>	<p>New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences</p>	<p>By December of 2011, all staff will be able to identify social pragmatic areas of concern and strategies typically associated with the acquisition of the hidden curriculum and autistic children. All staff specifically assigned to an autistic student will be able to identify the needs and strategies that are necessary for that student by December of 2011.</p>
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**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:  
 Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
20 hours minimum of paraprofessional training during the 2009-2010 school year on the 10 indicators and improving reading and math achievement. These will occur on 3 inservice days per year, plus additional student specific training will be offered. Training dates include: 10/12/09, 11/06/09 and 1/25/10.	PATTAN Staff, IU Staff, Director	Paraprofessional	On-site Training with Guided Practice, Conferences, Director	100% of our paraeducators will receive a minimum of 20 hours of training across the 10 indicators and reading and math achievement by January 30, 2010.
Paraeducators will receive 3 full day inservice trainings on the 10 indicators, reading and math achievement during the 2010-2011 school year. 2 days will occur in the Fall of 2010 and 1 day in January of 2011.	PATTAN Staff, IU Staff, Director	Paraprofessional	On-site Training with Guided Practice, Conferences	By January 30, 2011, all paraprofessionals in the district will have received a minimum of 20 hours of training on the 10 indicators, reading and math instruction.
All paraeducators will receive 3 full day training sessions on the 10 indicators, reading and math instruction. 2 days will occur during the Fall of 2011 and 1 day in January of 2011.	PATTAN Staff, IU Staff, Director	Paraprofessional	On-site Training with Guided Practice, Conferences	100 % of the district's paraprofessionals will receive a minimum of 20 hours of inservice training on the 10 indicators, reading and math instruction by January 30, 2012.

## **Personnel Development - PA NCLB Goal #5**

## Reflections

- **Legacy Dataview 54**

**Strength Last Modified: 5/29/2009**

The district met AYP on the state reading assessment across all levels listed on the 2007-2008 Special Education Data Report .

**Strength Last Modified: 5/29/2009**

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The latest 2007-2008 data report indicates that the district not only met AYP targets in reading, but also had proficiency levels higher than that of the state average.

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- **Legacy Dataview 59**

**Strength Last Modified: 5/29/2009**

The district made AYP on the state math assessment scores across all levels as listed on the 2007-2008 Special Education Data Report. This is definitely a program strength and shows improvement.

**Strength Last Modified: 5/29/2009**

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The district made the target for proficiency rates across all levels of math. This level of proficiency is higher than the state average and demonstrates improvement.

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- **Legacy Dataview 63**

**Strength Last Modified: 5/29/2009**

The district's enrollment by ethnicity has remained constant. No disproportionate values in the identification of disabled students has been noted.

- **Legacy Dataview 67**

**Concern Last Modified: 5/29/2009**

As per the PDE Data sheet based on the 2008 child count, the district is identifying 17.5% of its students as special education, where the state average is 15.1%.

**Concern Last Modified: 5/29/2009**

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The district (31.5%) has nearly double the percentage of identified speech and language students, as the state average (16.3%).

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- **Legacy Dataview 68**

**Strength Last Modified:**

The Donegal School District is above the state average in the years of teacher experience.

## Base Line Data

The district will improve its IEP Graduation rate by 5 % by 2012 via improved instruction and further transitional preparation activities. The district will also provide some alternatives to traditional educational types of programs. The percentage to achieve by 2012 is 90%. A 1.5% increase will be expected for each of the 09-10 and 10-11 school years and 2% increase for the 11-12 school year.

## Personnel Development Activities

**Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult living.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Special education teachers will be trained on effective transition IEP writing during inservice the Fall of 2009. Designated special education teachers, 1 at the MS and 1 at the HS will be trained in the administration of our new pre-vocational/vocational assessment tool.	PATTAN Staff, IU Staff, Director and company	Instructional Staff	On-site Training with Guided Practice, Conferences, Inservice day	By Spring 2010, this LEA's rate on Indicator 13 for IEP Post Secondary Transition goals and services will reach 100%. Students will increase their graduation rate by 1.5 %, as a result of effective IEP writing and student IEP participation in transitional planning. As measured by actual graduation counts and post secondary outcomes surveys.
During the 2010-2011 school year, secondary teachers will receive a one day training session in the fall of 2010 in the additional programming and offerings located within our community and in conjunction with our IU job trainers. These resources will be discussed at student IEP meetings for programming purposes via the use of a resource options brochure shared with students and families.	PATTAN Staff, IU Staff, Community partners	Instructional Staff	On-site Training with Guided Practice, Conferences	Student graduation rates will increase by another 1.5 % rate and there will be a 4% increase in students with IEP's who have achieved post secondary employment/education, as measured by actual graduation counts and post secondary outcomes surveys.
Secondary teachers will receive training during the fall of 2011 in pairing the	PATTAN Staff, IU Staff, Director/community partners	Instructional Staff	On-site Training with Guided Practice,	By spring of 2012, students will increase their graduation rate by 2% over this school

vocatoional and or academic assessment results with available post secondary resources while developing effective transitional IEP's with students and their families.

Conferences year and meet the 66% indicator 13 requirement for post secondary employment and or education as measured by actual graduation numbers and post school outcomes surveys..

## Behavior Support Services

### Reflections

- **Legacy Dataview 54**

**Strength Last Modified: 5/29/2009**

The district met AYP on the state reading assessment across all levels listed on the 2007-2008 Special Education Data Report .

**Strength Last Modified: 5/29/2009**

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- **Legacy Dataview 59**

**Strength Last Modified: 5/29/2009**

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**Concern Last Modified: 5/29/2009**

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The district (31.5%) has nearly double the percentage of identified speech and language students, as the state average (16.3%).

---

- **Legacy Dataview 68**

**Strength Last Modified:**

The Donegal School District is above the state average in the years of teacher experience.

## Summarized School District Policy

On March 10, 2009, the district school board adopted the behavior management/positive behavior support policy. This policy is written for students with an IEP who exhibit behavioral difficulties which interfere with productive learning processes. The policy requires that a positive behavior support plan be developed for each of these students as a part of their IEP. The plan is based on behavioral assessments, FBA's, and observations of common behavioral expectations that focus on positive rather than negative measures. There are 3 levels described in the policy. Aversive techniques are not permitted and restraints are limited to emergency situations only (clear or present danger to self or others). Prone restraints are not permitted. Parents must be notified when a restraint occurs and an IEP meeting is held within ten days of the restraint.

## Personnel Development Activities

**Topic: Positive Behavioral Supports 09-10, 10-11 and 11-12 broken out per training year.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Bi-monthly beginning in October 09 a voluntary district wide committee will receive training and demonstrations on various PBIS type of systems, while examining district disciplinary infractions in order to determine the appropriate system for the district to adopt. In the Fall of 2009, special education teachers will be retrained via a refresher session at a department meeting on how to do FBA's and develop positive	PATTAN Staff, IU Staff, Consultants	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Department meetings	By spring 2010, 1) all special education staff will be able to independently complete and FBA and a corresponding PBS plan, 2) paraprofessionals will be able to demonstrate efficient observational techniques, chart and track behavior support plans, and 3) the district will have determined the district wide positive behavior support model to follow for the following school year. IEP student disciplinary referrals will be

behavior support plans for IEP'd students. The FBA/positive behavior support plan training will be ongoing per individual child throughout the balance of the school year via our psychological staff attendance at the FBA/PBS individual student meeting. Paraprofessional training on Positive Behavior support will occur in October of 2009.

down by 5%.

A core group of guidance, principals, social worker, and psychologists will receive training during the summer of 2010 in the new Positive Behavior Support Model. They will be trained to provide coaching. During the first inservice day of the school year, all staff will receive an overview of the district wide and their related school's positive behavior support plan. Ongoing coaching/support will occur on a monthly basis at the secondary level, and weekly basis at the elementary level throughout the school year.

PATTAN Staff, IU Staff, Consultants, district counselors, social worker, leadership and psychologists. Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences

All staff will be trained in effective PBIS and demonstrate utilization of such. Student disciplinary referrals will be down by another 10%.

Paraprofessionals will receive training on the PBIS system during their inservice day in October of 2010. The committee will reconvene with IU training support in the spring of 2011 to review present operations, analyze data and determine revisions/ training with which to begin the 2011-2012 school year. Parents will receive training during their building's back to school night in September.

During the first inservice session for Fall of 2011, all staff will receive refresher training on their buildings' PBIS. Inductees will receive new training on FBA/PBS plans, and district wide PBIS. Special Education Paraprofessionals will receive training on PBIS, FBA, and PBS plans during their October 2011 inservice. Monthly ongoing coaching will occur at secondary team/department meetings and weekly at elementary grade

PATTAN Staff, IU Staff, District specialists

Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice, Conferences

All staff will be trained and utilize PBIS. Disciplinary referrals will be reduced by 10%.

level meetings throughout the 2011-2012 school year. Parents will receive training at the Fall 2011 back to school night.

**Topic: School-based Behavioral Health listed as training blocks for each of 3 years: 2009-10, 10-11, and 11-12.**

<b>Anticipated Training Dates</b>	<b>Training Partners</b>	<b>Training Participants and Audience</b>	<b>Training Format</b>	<b>Evidence of Results</b>
Every two months during the 09-10 school year the district director and social worker will attend training sessions with the IU and MH agencies to develop procedures and communication improvements for truancy and school based mental health services. A resource manual will be developed of all agencies throughout the county and general guidelines for interagency collaboration	PATTAN Staff, IU Staff, Community partners/district specialists	Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences,	By June of 2010 the district counselors, administrators, psychologists and social workers will have a resource manual and interagency collaboration guidelines. As a result of this awareness and improved collaboration, the district will observe a 3% decrease in the number of students served in ES classrooms when compared to the 07-08 data.
During inservice day prior to the start of the 2010-2011 school year, all district staff members, including administration, teachers, and	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Team meetings, department meetings, RTI meetings , 504 meetings, IEP	All staff will utilize the appropriate guidelines when working with school based mental health providers. A

support staff will receive a copy of the manual and guidelines for school based mental health and interagency collaboration. Paraprofessionals will receive the manual and training related to these resources in October of 2010. Ongoing support in a coaching type of model for staff will occur at monthly department meetings and weekly team meetings.

meetings, and SAP meetings.

reduction in students served in ES classes of 1% will be observed by June 2011.

In October of 2011, a core departmental team will develop via training sessions an "easy to use" guide for parents on school based mental health services. In November of 2011, parents will receive this and a brief discussion at their student's report card conference. The same team will work together to develop an updated web site containing manual information and links to agencies. In January of 2012, this will be launched and paraprofessionals will receive refresher training

PATTAN Staff, IU Staff, District specialists/community partners

Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice, Conferences

All parents, MH providers, and staff will have access to the resource manual, linkages and guidelines. A decrease of 1% of students served in ES classes will be observed. A decrease of 3% of students identified as ED will be observed when compared to 07-08 data.

on the guidelines  
of working with  
school based  
mental health  
providers.

**Topic: De-escalation Techniques listed as separate whole year training modules for each of 3 years: 2009-10,10-11 and 11-12.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
<p>During the winter of the 2009-2010 school year, guidance counselors, ES teachers and aides, psychologists, alternative ed. teachers and social worker will be trained in de-escalation strategies via the certification or recertification of CPI. Paraprofessionals will receive de-escalation strategy training in November of 2009. A core committee will review, via training sessions, PBS systems that are research based to improve student behavior and that are preventative in nature.</p>	<p>PATTAN Staff, IU Staff, District certified staff</p>	<p>Paraprofessional, Instructional Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences, Department meetings</p>	<p>Student discipline referrals will decrease by 1%.</p>
<p>The core team will co-train district wide professional staff members at the beginning of the school year, 2010, in the PBS system that has been adopted. Parents will receive training in the school's PBS system at back to school night in September. Paraprofessionals will receive training in such in November of 2010. The PBS will be reinforced and supported regularly through monthly department meetings at the secondary level and weekly team meetings at the elementary level. CPI training will be offered for certification and re-certification in the winter of 2011.</p>	<p>PATTAN Staff, IU Staff, District specialists</p>	<p>Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>Each staff member will utilize the de-escalation techniques associated with their building's PBS system. Student disciplinary referrals will decrease by 5%.</p>
<p>The core committee, via</p>	<p>PATTAN</p>	<p>Parent, New Staff,</p>	<p>On-site Training</p>	<p>Student</p>

<p>training sessions, will revise and refine the PBS per building in August of 2011. Inservice to professional staff will be provided at the first inservice day, prior to school starting. Paraprofessionals will receive training on the updates and strategies in October of 2011. Parents will receive updated information at back to school night sessions. Core members (see above) will receive recertification or certification in CPI in Winter of 2012. The PBS system will be supported/coached ongoing throughout the school year at secondary department meetings and weekly elementary team/grade level meetings.</p>	<p>Staff, IU Staff</p>	<p>Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel</p>	<p>with Guided Practice, Conferences, Department and team/grade level meetings.</p>	<p>disciplinary referrals will decrease by 10%.</p>
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**Topic:**

There are currently no trainings entered for this topic.

**Interagency Collaboration (11 P.S. §875.304)**

**Ensuring FAPE/Hard to Place Students**

The district is not having difficulties with this at this time and provides a full continuum of services. In order to ensure FAPE for hard to place students, the district has worked closely with families and community agencies to assist in the development of an appropriate IEP that can be implemented in the LRE. The IEP includes specially designed instruction based on the students' needs with an array of supplementary aides and services to permit the student to derive benefit from the educational environment. In some cases, additional related services providers, consultants, social workers and PATTAN or IU 13 technical assistance or support services are requested. In addition the district provides appropriate accommodations, modifications and assistive devices as warranted for children with a wide spectrum of educational, medical and physical needs.

**Local Continuum of Supports and Services**

The school district works closely with IU 13, neighboring school districts and community agencies to develop programs to meet the needs of our students.

**Expansion of Continuum of Supports and Services**

The school district meets regularly inter and intraorganizationally to continue to improve its services and opportunities for disabled youth. Regular meetings occur with MH providers, IU 13, and neighboring district contacts. Each of these groups is student focused and works diligently to collaborate and improve area services for our youth.

## Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Riverview Elementary	E	GE	S	LS	8	11	20	1.0
-	C	Riverview Elementary (sunbelt staffing)	E	GE	I	SLS	6	11	30	0.5
-	SD	Riverview Elementary	E	GE	S	LSS	8	11	5	0.5
T	SD	Donegal Springs Elementary	E	GE	S	LS	6	9	10	1.0
-	SD	Donegal Springs Elementary	E	GE	S	LS	8	11	20	1.0
-	SD	Donegal Springs Elementary	E	GE	I	SLS	8	11	50	1.0
-	SD	Donegal Middle School	M	GE	I	LS	11	13	25	1.0
-	SD	Donegal Middle School	M	GE	I	LS	12	14	25	1.0
-	SD	Donegal Middle School	M	GE	I	LS	11	14	20	1.0
T	SD	Riverview Elementary	E	GE	S	LS	5	8	10	0.5
-	SD	MayTown Elementary	E	GE	S	LS	8	11	20	1.0
-	SD	Maytown Elementary	M	GE	S	LS	6	9	10	0.5
-	SD	Donegal Middle School	M	GE	S	LS	11	15	8	1.0
-	C	Donegal Middle School (sunbelt staffing)	S	GE	I	SLS	11	15	30	0.5
-	SD	Donegal High School	S	GE	I	LS	15	18	50	1.0
-	SD	Donegal High School	S	GE	I	LS	15	18	50	1.0
-	SD	Donegal High School	S	GE	S	ES	15	18	20	1.0
-	SD	Donegal High School	S	GE	S	LS	15	18	20	1.0
T	SD	Donegal High School	S	GE	S	LS	15	18	20	1.0

- C	Kindergarten Center (carol robbins)	E	GE	I	SLS	5	6	20	0.4
- C	Maytown Elementary (janece knapp)	E	GE	I	SLS	6	11	32	0.5
- IU	Riverview Elementary	E	GE	S	AS	5	8	8	1.0
- IU	Donegal High School	S	GE	I	DHIS	14	18	1	.02
- IU	Donegal High School	S	GE	I	BVIS	14	18	1	.02

**Justification:** Two of the caseloads listed in red are speech clinicians with whom we contract to service the whole building on a part time basis. Students are not grouped outside of the 3 year range for therapy.

## Support Staff (District)

### School District: Donegal SD

ID OPR	Title	Location	FTE
- SD	Director of Special Education	District office	1.0
- SD	Secretary of Special Education Department	District Office	1.0
- SD	School Psychologist	District Office	1.0
- SD	School Psychologist	District Office	1.0
- SD	Classroom Assistants	Various Locations throughout district	15.0
- IU	Social Worker	Various locations throughout the district	1.0

## Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- Austill's Rehabilitation	Occupational Therapy	21 Hours
- Austill's Rehabilitation	Physical Therapy	11 Hours
- IU13	autism itinerant	3 Hours
- IU13	Job Trainer	5 Days

# **Assurance for the Operation of Special Education Services and Programs**

## **School Years: 2009 - 2012**

The Donegal SD within Lancaster-Lebanon IU 13 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

**This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.**

\_\_\_\_\_  
**Board President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**