Colonial SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

230 Flourtown Rd
Plymouth Meeting, PA 19462-1252
610-834-1670
Superintendent: Michael Christian
Director of Special Education: Karen Berk

Planning Committee

Name	Role
Robert Fahler	Administrator : Special Education
Donna Drizin	Building Principal : Special Education
Jeanine Whitney	Community Representative : Special Education
Susan Furst	Ed Specialist - School Counselor : Special Education
Dr. Caitlin Gilmartin	Ed Specialist - School Psychologist : Special Education
Michelle Ciofolo	Parent : Special Education
Karen Berk	Special Education Director/Specialist : Special Education
Carole Chasen	Special Education Director/Specialist : Special Education
Eileen Spector	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 884

Identification Method

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

In the Colonial School District, the discrepancy model is used to determine identification of students with specific learning disabilities. To identify a student as having a learning disability, there must be a severe discrepancy with a base rate of equal to or less than 10% **between a student's assessed cognitive ability and academic achievement** in areas pertaining to reading comprehension, basic reading skills, math calculation, math reasoning, written expression, reading fluency, oral expression, or listening comprehension. Further, data from the classroom must support this pattern of weaknesses and consideration is given as to whether or not the student made sufficient progress with pre-referral interventions.
This procedure is used district wide.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

There are no significant disproportionalities in Colonial School District's Enrollment data.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

   The district serves as the LEA for 1306 Students. In implementing the IEP process, the District ensures that the students are receiving FAPE in the LRE. The district works with the APS: Martin Luther School to schedule IEP meetings, attends meetings and facilitates necessary testing, ERs and RRs. The special education supervisors, district home school visitor and mental health liaison assist in this process as needed.

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

To insure that students are educated in the LRE, personnel from the corresponding school building are invited to participate in the IEP process in the following manner; provide input about course content, review records and answer questions for the team.

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

   Many times, students are placed in our district in an RTF by alternative agencies. We often do not have the appropriate educational records, which creates a barrier. We work with the residential program (Silver Springs) to secure them, while being cognizant of the students' needs at the time of placement. The CSD has hired an additional psychologist to insure these newly placed residential students receive timely evaluations when necessary to receive appropriate programming.

   One of the barriers that exists is that the RTF is accepting such involved children with significant mental health and behavioral needs that they are unable to be successful in offsite programs where they are required to manage multiple transitions. The RTF does not have an educational component to meet the needs of children with significant mental health needs, and the on-site school, Martin Luther, does not accept many of these students.

Incarcerated Students Oversight

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

We have no correctional facilities in the Colonial School District. The education of incarcerated youth is the responsibility of the LEA in which the prison facility is located. The Colonial School District would work collaboratively with the home school district of these students to ensure that there is fiscal support for the instruction of students. We would work cooperatively with the facility and the home district to seamlessly transition the student back to the district upon release. Exchanging and providing records would support this process.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

   When a student is identified as eligible and in need of special education services, an IEP is developed and the IEP team considers where the IEP can be appropriately implemented. General Education setting is considered first. Teachers from the regular grade level environment attend these meetings alongside the special education team, including parents,

special education teachers, administrators, school counselors, school psychologists, specialists, and any other team members needed.   Together the members identify supports and services, and determine the least restrictive environment that the team-developed IEP can be delivered to address student needs. The school psychologist often participates in the process to provide insights and interpretations of testing results to further identify student learning styles. Supplementary aids and services are delivered in a number of ways throughout each grade level. This includes re-teaching opportunities during and after school, pull-out groups to reinforce skills and strategies, and individual teacher support during and in addition to daily classroom instruction. Specially designed instruction is developed to address individual student's needs and delivered within the general education setting. Technology and assistive technology further supports student's opportunities to access the general education curriculum in the regular education setting.

Specific examples of Supplementary Aids and Services available and provided in the Colonial School District include (but are not limited to):

• Scheduled time for coplanning and team meetings
• Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support)
• Professional development related to collaboration
• Coaching and guided support for team members in the use of assistive technology for an individual student
• All school personnel collaborate in the development and delivery of SaS
• Providing modified curricular goals
• Providing alternate ways for students to demonstrate learning
• Providing test modification
• Providing alternate materials and/or assistive technology
• Providing instruction on functional skills in the context of the typical routines in the general classroom
• Changing method of presentation
• Providing research-based supplementary materials
• Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)
• Specific seating arrangements
• Individualized desk, chair, etc.
• Adaptive equipment
• Adjustments to sensory input (e.g., light, sound)
• Environmental Aids (e.g., classroom acoustics, heating, ventilation)
• Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
• Social skills instruction
• Counseling supports
• Peer supports (e.g., facilitating friendships)
• Individualized behavior support plans
• Modification of rules and expectations
• Cooperative learning strategies

The Colonial School District has identified the Differentiation of Process, Product and Content as a critical area for Professional Development. The high quality of training that all teachers receive further reflects the commitment from the district to provide meaningful educational programming for all students in the least restrictive environment. The special

education supervisors work closely with the teachers during IEP meetings, Child Study and SST to develop meaningful interventions as children demonstrate needs or deficits that may be barriers to their success in the general education environment.

There is a continuum of supports, services and educational placement options within the district to support students with disabilities. In each case, the time the student is not with typical peers is considered and minimized through the use of other creative options. Often the learning environment is changed as the instructional topics change. We utilize the practice of reverse inclusion, which provides a model for the regular education students to recognize the strengths of both the special education students as well as the special education teachers. In order to provide students with additional learning opportunities, The Colonial School District provides before and after school programs where students are integrated.

Many of the special education teachers are currently in co-teaching situations. The students are in regular education receiving support from the special education teachers. If the student does not make progress in the regular education setting with these services, the IEP team meets to develop other strategies to support the student. Support and training is also provided to the general education teacher and the paraprofessionals in the classroom in order to develop capacity to meet students' needs.

The District offers a full continuum of services. The IEP team delivers specially designed instruction and supplementary aids and services in the general education environment as well as small group setting to provide direct explicit instruction and reteaching. When there is evidence of lack of meaningful progress after repeated assessments over time as well as additional interventions, the team must explore options both within inside and outside the public school environment.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

   The CSD continues to provide teachers with trainings from local and nationally recognized experts such as Peter Grande; differentiated instruction and Kelly Gallagher, Developing a deeper understanding of Reading. The staff has also received intensive training in the implementation of Kagan Structures to improve student discourse and access 21st century skills. These site trainings are systematically developed using the teacher/trainer model and insure that teachers can "practice" and receive feedback back from their colleagues. The vision for continuous improvement includes ongoing trainings, reutilized check–ins and review of student data. Teachers report where and when they provide additional changes to instruction in order to evaluate effectiveness. Teachers are also provided opportunities to do peer observations.

   Specifically, at the elementary level, we have increased Autistic Support programming. The District has expanded its use of Applied Behavioral Analysis. The District also obtains the support   from local behavioral agencies to provide training and expertise to the AS program

as well as to staff across settings.

The District is currently examining student needs in Emotional Support in order to increase programming in Emotional Support at the K-3 level. The District is in the planning process for a classroom that will start in the 2018-2019 school year for K-3 students. Through all grades, the district is proposing adding additional Emotional Support programming. Paraprofessionals are trained through PaTTAN and the MCIU, as well as district professional development, in order to have the tools and techniques to support students in regular education. In addition, the District offers a full continuum of services and settings and continually reassesses these needs and services in order to provide the necessary programs to educate our children. In order to develop this capacity, the District seeks local, state and national experts to provide professional development, encourages teachers to visit state of the art programs in surrounding communities, as well as providing ongoing opportunities for teacher collaboration and mentoring. Examples of programs developed in this manner are our Autistic Support programs and the ever increasing opportunities for inclusion. Developing teacher leaders in these areas has provided excellence in programming.

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

    Before students are placed out of the District, the IEP team implements the most intensive supports and services that are available within the District Special Education programs. The District operates District Level classes for Autistic Support, Learning Support, Emotional Support and Life Skills Support. Students are provided with intensive academic and behavioral supports, if needed, prior to considering a more restrictive level of placement. The district contracts with behavioral specialists/BCBAs and trained behavioral support staff to provide services within the district.

    The District continues to monitor the progress of each student placed outside the general education environment, and participates in the IEP process with the goal of bringing the student back to the District.

    The Colonial School District's Educational Environments data is not significantly disproportionate to the State percentages. The large majority of our students are placed in the Regular Class for 80% or more of their day. We have reduced the number of students placed in out of district programs by adding programs and services within the District.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The Colonial School District has a "*Student Behavior Management/Special Education"* Board Policy #218 that provides clear expectations about behavior management programs to apply to exceptional students in accordance with Pa. State Board of Education Chapter 14, Section 14.36 and PDE Standard Chapter 342, Section 342.36. It is the policy of the Colonial School District to provide positive measures as the basis for behavior management.

In the K-5 schools, behavioral expectations are reviewed annually each September at school assemblies and parent orientation meetings. They are also published annually in the school handbooks. Currently, each of the elementary schools has a school wide behavior plan in place, where students receive rewards for positive behavior.

For students whose behavior persists over time, and/or is disruptive to the learning process, the team (SST, SAP, or IEP, depending upon whether the student receives special education services) seeks consultation with any necessary staff to determine next steps. This may include consultation with the special education teacher, school psychologist, school counselor, or contracted Board Certified Behavior Analyst. Team members work to support the existing behavior programs provides student/classroom observations in order to address negative behaviors that prohibit the students from successful learning. The appropriate staff/team will conduct a Functional Behavior Assessment if necessary, and assist the team in developing and implementing a Positive Behavior Support Plan. There are Community Counselors available to provide small group, direct social skills instruction in all elementary buildings, as needed by students and four Community Counselors available at the secondary level for individual and small group counseling as appropriate, as well as to participate in collecting data for behavioral interventions. School counselors and teachers also work together to create individual positive behavior support plans as needed. Appropriate staff also provides professional development for paraprofessional staff on conducting functional behavioral analysis, implementing behavior intervention plans and maintaining behavioral data.

At the secondary level in middle and high school, the school rules and behavior policies are published in the student handbooks, which are distributed to students and parents and reviewed at the beginning of the school year in all classes and at orientation meetings. If students require more intensive behavioral support, counselors and the school psychologist are available to consult with teachers and staff members to develop behavior management strategies/positive behavior support

plans. Support is provided to staff and students through the guidance offices, with four counselors at Plymouth Whitemarsh High School and three at Colonial Middle School. In addition, there are two Community Counselors at Plymouth Whitemarsh High School and two at the Colonial Middle School. The Special Education Supervisor, the Behavioral Health Advisor and the Home School Visitor attend the Child Study meetings at both the High School and the Middle School to offer their expertise and to follow the students and families in order to provide support needed to be successful.

The counselors are members of each building's SST and provide individual and group counseling for students with social, emotional and behavioral issues as described in their IEPs. At the high school level, the district offers emotional support through a course entitled "*Educational Success*" This 60 minute period provides daily instruction in areas such as coping strategies, anger management, self esteem and organizational and study habits.

The Colonial School District employs a full-time Behavioral Health Advisor, who serves as a liaison between staff and Colonial School District families. In this role, he provides direct training to building administration and teachers in the areas of mental health services and access to families. He serves as the contact for all outside behavioral health services and is often part of the IEP team when Wraparound and Family Based services are delivered both in the home and at school.

Colonial School District special education professional staff and ALL paraprofessional staff continue to be trained annually in CPI (Crisis Prevention Intervention, a non-violent way to use de-escalation techniques and provide intervention to children requiring a more intense level of support) as a last resort in behavior management. During the school year, staff also receive training from the MCIU behavior consultant in positive behavior management strategies. During the 2017-2018 school year, District staff wrote a grant to bring a national expert in suicide prevention and intervention to the Colonial School District SST staff. Dr. Theresa Erbacher gave a full day training on prevention and intervention in suicide. The District is also contracting with national expert Dr. George McCloskey to provide professional development on positive behavioral supports for Executive Function. The District intends to continue these initiatives.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Colonial School District offers a continuum of services from K-12. In the event that we have a student whose needs cannot be met within the district after considering supplementary aides and services at each point on the continuum, we assemble an administrative team to consider expanding our District capacity to meet the needs of children in this disability category. We continually revisit the students who are placed outside the district in order to consider their returning to be educated within the District programs. We research best practices and identify existing programs and send staff to visit these programs identified as exemplary. As each student's IEP is reviewed, we examine and provide the supplementary aides and services in order for them to be successful. As a result, we have added the services of a behavior therapist, and have developed extensive training for the teachers and paraprofessionals, as well as administrators. We continually utilize resources from PATTAN, PDE, and other agencies to expand our training in areas and provide best-practice programs to increase students served in-district.

The District is currently examining student needs in Emotional Support in order to consider an increase in programming in Emotional Support at the K-3 level, as well as across other levels. This is part of the ongoing examination of student needs to determine programmatic changes.

In the event that we are unable to provide a program for students because of their significant disabilities or need for very specialized services, we will then turn to IU programs, APS or alternative programs. If there is a student whose needs are so significant that they cannot be met with any of these settings (such as a child with severe intellectual disability, severe autism and extreme behavioral disorders, requiring care beyond the school day) we will meet with the appropriate agencies to participate in providing these additional services.

An inter-agency meeting is convened starting with our IU representative or if needed, our representative from PaTTAN. Our team consists of our supervisors and the district mental health liaison together with IEP team members. It is our goal to develop an educational program and the mental health services that the student may need beyond the school day. In the event that there is no such program within the state of Pennsylvania, we will discuss with the IEP team and consider placement outside the state.

Strengths and Highlights

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

The Colonial School District offers a wide range of services delivered in the least restrictive environment while maintaining a low student/teacher ratio.   Regular education placement is always the first consideration. In order to provide students with their educational placement in their neighborhood schools, the CSD offers the following services in all buildings at all grade levels:

- Learning Support

- Speech and Language Support

- Autistic Support

- Life Skills Support

- Emotional Support

- Vision and Hearing Support

Related services available to students as determined by their IEP teams include the following at all levels:

- Speech and Language Therapy

- Occupational Therapy

- Physical Therapy

- Vision and Hearing Support (through the IU)

- Behavioral Support

- Transportation

- Counseling Services

- Social Skills Instruction

Points of Pride:

- We currently employ 4 full time school psychologists, a full time Behavioral Health Advisor and a Home and School Visitor. The District currently contracts for 4 community counselors at the secondary level and 2 community counselors at the Elementary level.

- We currently contract with a behavior consultant through the MCIU two days per week, additional school psychology support two days per week, and outside developmental behavioral support agencies (ABA) on an as needed basis to provide individual and group behavioral support.

- Technology: All special education classrooms are equipped with student computers, Document cameras and Interactive Smart Boards in order to integrate technology into daily planning and instruction. Each school also has laptop computers and tablets available for all student use. Instruction is differentiated through the use of a number of high quality software program that include Read 180, Achieve 3000, and Study Island. Teachers and students are signed up for programs such as DreamBox, RAZ Kids, *Bookshare*

and utilize it at school and home. We conduct SETT processes and provide children with individualized technology as determined by the team after the process.

- Special Education teachers are always included in the high quality professional development in the area of curriculum and instruction offered by the Colonial School District.

- Targeted training in mental health awareness and executive functioning was provided to special education staff through a grant. The CSD retained the services of the MCIU to provide additional training in IEP goal writing.

- Due to increasing needs in speech and language, we have contracted additional staff to supplement our speech and language services.

- Special Education teachers at all levels participate in building-level, Professional Learning Teams with their grade level and/or content level colleagues to review student data and use it to inform instruction. In addition to teams that look at content areas, at the secondary level, there is a PLT that focuses on transition. These teams meet on a regular basis, approximately two times a month. Logs are kept and reviewed by building administration and special education supervisors.

- Professional development at all levels includes Cooperative Learning and Differentiated Instruction in order to provide students with optimal learning opportunities within the regular classroom setting. Co-teachers are then provided ongoing opportunities to plan and prepare to deliver lessons to all students. Ongoing opportunities are provided at the Montgomery County Intermediate Unit (such as LETRS).

- Special education staff are coordinating and embedding into a larger Multi-Tiered System of Support at the K-5 level. The initiative, GAIN, provides differentiation at all levels to exceptional and non-exceptional students.

- Inclusionary practices are imbedded in the culture of all buildings, K-12. Building administrators and guidance counselors develop schedules that promote and facilitate inclusion. Co-teachers have common prep periods in which they plan together to insure access to the general education curriculum for all children. Opportunities for reteaching and reinforcing general education content is built into student schedules K-12. Delivery models can be regular education with supplementary aids and services, utilization of paraprofessional support and/or co-teaching models, and the opportunity for students to be mainstreamed with the support of a special education teacher.

- All of the professional and paraprofessional staff in the Colonial School District are highly qualified.

- The District is continuing to expand its capacity to program for students identified with autism. There is one elementary AS teacher to serve the elementary span in their neighborhood schools, as well as two full time AS classrooms in our K-3 program for students in need of more intensive supports.

- The Supervisors of Special Education are well versed in securing funding from beyond the school district in order to fully support our students. This includes Contingency funds and monies received through Medical Assistance/ACCESS

- Community Based Training Program for students at each level (Elementary, Middle and High School) where students with low incidence disabilities get to learn and practice functional skills in the environment in which the skills will be used.

- Developmental Classroom Guidance lessons presented to students at the K-3 level, where social skills are taught and practiced as part of the regular curriculum.

- Pupil Services and the School Board have recently formed a new committee called "CUSP"- Colonial Understands SPecial Education".

- Six community counselors provide support throughout the district for behaviorally challenged students. They work with specific students as well as provide professional development to staff to help them better support students with mental health concerns.

- The Colonial School District employs a full time Behavioral Health Advisor to support families in their efforts to access services outside of the school day. He and the Home and School Visitor work closely with families in transition and with families who are homeless.

- All secondary teachers have participated in intensive training on Secondary Transition from the MCIU.

- We have expanded our transition services to include a Full-time Transition Coordinator at the secondary level.

- Special education liaisons serve as special education leaders in their buildings, support staff needs, and work with supervisors and principals on a regular basis.

- Our Early Intervention to School Age Transition Process is efficient, effective, and parent-friendly. Early Intervention students are evaluated, and IEPs developed as appropriate, prior to the end of the school year, so that all is in place and services ready to go when the students begin kindergarten in September. We have found that the parents are appreciative of the attention to detail that enables us to provide the supports and services necessary for their child to be successful in Kindergarten.

- At the high school, students with significant emotional and social needs participate in our "Education Success" class. This is a course designed to address coping skills, frustration and behaviors that could interfere with achievement. The teacher uses resources such as, "The 7 Habits of Highly Effective Teens ' by Sean Covey to integrate study and practical life skills into the course.

- When possible, reverse inclusion is used to provide peer modeling and support in both academic and curricular activities.

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Silver Springs Martin Luther School	Nonresident	Colonial School District	62

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Elwyn-Davidson School	Approved Private Schools	AS	7
Martin Luther School	Approved Private Schools	ES	7
Overbrook School for the Blind	Approved Private Schools	B-VIS	1
The Timothy School	Approved Private Schools	AS	4
Vanguard School	Approved Private Schools	AS	10
Comprehensive Learning Center	Special Education Centers	AS	3
Nexus School	Special Education Centers	AS	1
HMS	Approved Private Schools	MDS	1
Lakeside	Special Education Centers	MDS	6
Lifeworks	Special Education Centers	ES	3
Montgomery County Intermediate Unit:Cheltenham	Neighboring School Districts	AS	5
Melmark	Approved Private Schools	Intellectually Disabled	3
Pathway School	Approved Private Schools	ED	3
Anderson School	Special Education Centers	ED	2
Cedarbrook East	Neighboring School Districts	AS	4
Vantage Academy	Other	Emotional Support	5
Wyncote Academy	Other	Emotional Support	1
Lincoln Leadership Academy	Other	Emotional Support	1
Camp Hill	Approved Private Schools	Intellectually Disabled	1
MCIU Intensive ES Support program at the Early Learning Academy	Neighboring School Districts	Emotional Support	3
MCIU Bridal Path Elementary School	Neighboring School Districts	Emotional Support	3
MCIU Jarrettown Elementary	Neighboring School Districts	ES	1

MCIU Shady Grove Elementary	Neighboring School Districts	Hearing Support	3

Special Education Program Profile

Program Position #1

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

      Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: The change is proposed due to a change in student needs. It is necessary to provide Emotional Support programming.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	11	1
Locations:				
Colonial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	12	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	12	1
Justification: The Itinerant Autistic Support Teacher serves students in four K-3rd Grade buildings. Students are seen individually or in small groups with same-age peers.				
Locations:				
Colonial Elementary, Conshohocken Elementary, Plymouth Elementary, Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and	6 to 9	65	1

	Language Support			
Locations:				
Plymouth Elementary, Conshohocken Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	65	1
Locations:				
Ridge Park Elementary, Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	65	1
Locations:				
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	65	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	9	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	13	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	17	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	45	1
Justification: Itinerant level of support on an individual basis.				
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	11	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of	Age Range	Caseload	FTE

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	14	1
Justification: Students in this program at the high school are identified as Intellectually Disabled and the age ranges from 14-21 years old. It is noted on each IEP. Older students are involved in transition activities at site at least three times a week. Academic instruction is delivered in two separate groups to ensure age appropriateness. The IEP team has determined that his is the most appropriate placement for these students.				
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	18	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	1
Locations:				
Colonial Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

    Type:

    Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

    Type:

    Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

    Type:

    Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

    Type:

    Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	17	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	1
Locations:				
Plymouth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	1
Locations:				
Plymouth Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	17	1
Locations:				
Conshohocken Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32
>   *Operator:* School District
>   **PROGRAM DETAILS**
>   *Type:*
>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1

Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #36
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	19	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #37

        Operator: School District

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	20	1
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #38

        Operator: Intermediate Unit

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 18	5	0.1
Justification: The Itinerant Hearing Support Teacher services students in grades K through 12. Students are seen individually.				
Locations:				
All District Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39

        Operator: Intermediate Unit

        PROGRAM DETAILS

           Type:

           Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 18	11	0.25

Justification: The Itinerant Vision Support Teacher services students in grades K through 12. Students are seen individually.				
Locations:				
All District Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

       Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	65	1
Justification: The Itinerant Speech and Language Therapist provides services to students in 6th through 12th grade. Students are seen individually or in small groups with same-age peers.				
Locations:				
Colonial Middle School, Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #41

       Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

       Operator: School District

    PROGRAM DETAILS

       Type:

       Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

       Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	20	1
Locations:				
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 11	12	1
Justification: This is a District-level Life Skills class where students may spend more than 4 years in this level of the program, resulting in a greater age range. Students whose ages fall outside the 3-year range have this noted in their IEPs.				
Locations:				
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 5, 2017

Reason for the proposed change: Building provided more space availability

Present Class Location: Whitemarsh Elementary

Proposed Class Location: Plymouth Elementary

Length of time class has been in present location: 2

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1
Locations:				
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48
        Operator: School District
      PROGRAM DETAILS
        Type:
        Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49
        Operator: School District
      PROGRAM DETAILS
        Type:
        Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50
        Operator: School District
      PROGRAM DETAILS
        Type:
        Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	20	1
Locations:				
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51
        Operator: School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52

> *Operator:* School District

PROGRAM DETAILS
> *Type:* Position
> *Implementation Date:* September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	15	1
Justification: Students in this program at the high school are identified as Intellectually Disabled and the age ranges from 14-21. It is noted on each IEP. Older students are involved in transition activities at a work site at least three times per week. Academic instruction is delivered in two separate groups, to ensure age appropriateness. The IEP team has determined that this is the most appropriate placement.				
Locations:				
Plymouth Whitemarsh High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53

> *Operator:* School District

PROGRAM DETAILS
> *Type:* Position
> *Implementation Date:* September 4, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	25	0.5
Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54

> *Operator:* School District

PROGRAM DETAILS
> *Type:* Position
> *Implementation Date:* September 4, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	10	0.5

Locations:				
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #55

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #58

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	45	1
Locations:				
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #59

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	10	1
Locations:				
Colonial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services and Special Education	District Office	1
Supervisor of Secondary Special Education	District Office	1
Supervisor of Elementary Special Education	District Office	1
School Psychologists	All Buildings	4
Paraprofessionals	All Buildings	67
Behavioral Health Advisor	District Office	1
Home and School Visitor	District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Support Consultant	Intermediate Unit	2 Days
Community Counselors (6)	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	20 Hours
Occupational Therapist (2)	Outside Contractor	30 Hours
Behavior Support: ABA (10)	Outside Contractor	32.5 Hours
Behavior Support Consultant	Outside Contractor	12 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Regular and Special Education teachers will participate in professional development in the areas of best practices for Autistic Support, supporting high-functioning students with Autism in the regular environment, and strategies to develop students' social communication. Ongoing, year-round training is provided through BCBA in ABA techniques. They have also provided in-services to inclusion teachers in ASD. Behavioral in-services have taken place at both the elementary and secondary levels. This will be ongoing. Staff receive training in theory-of-mind based Autism interventions. These trainings are offered to special education as well as regular education staff so that all elementary students hear the same language. A member of CSD staff will be participating in training-of-trainers for Crisis Prevention/Intervention, in order to ensure that all special education staff are trained in nonviolent crisis prevention and intervention procedures.
Person Responsible	Special Education Supervisors
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	5.0
# of Sessions	4
# of Participants Per Session	6
Provider	PaTTAN Consultants
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Live Webinar Offsite Conferences
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and

	preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	Special Education Teachers will receive professional development to enable them to effectively assess student needs in the area of behavioral/social/emotional functioning, to develop effective plans to address those needs, and to implement plans consistently and with fidelity. Trainings focus on data collection techniques to complement the trainings provided to paraprofessional staff in order to ensure a smooth and coordinated delivery system for conducting FBA and implementing behavioral support plans.
Person Responsible	Special Education Supervisors
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	40
Provider	Behavioral Consultant, Independent Contracted Agencies, School Psychologists
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and	Provides leaders with the ability to access and use

other educators seeking leadership roles	appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers
Evaluation Methods	Progress toward individual student IEP goals

Paraprofessional

Description	Paraprofessional staff receive a minimum of 20 hours per year of professional development in the following areas: - Paraprofessional standards - Data collection and implementation of behavior plans - Developing and reinforcing student independence and self-advocacy - strategies for supporting students in the regular educational environment -Crisis response and intervention training The school psychologist also provides training as needed on:

	-Implementation of behavior plans
	-Executive Functions
	-Functional Behavior Assessments
	-On-site training to use new technology and programs that benefit children
Person Responsible	Special Education Supervisors
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	21
# of Participants Per Session	60
Provider	MCIU, District staff, contracted professionals
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will increase and improve the skills and strategies they need in order to effectively support the students and teachers with whom they work.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Reflection with colleagues and special education teachers
Evaluation Methods	Teacher and supervisor observation

Reading NCLB #1

Description	Special Education teachers will receive professional development to enable them to deliver effective reading instruction. Specific areas to be covered include: Professional development is provided to instructional staff in the following areas: -Teachers receive instruction in Direct Instruction and Intervention Based Programs -Teachers receive instruction in designing intervention plans based on data collection from current programs (e.g. Read 180) -Teachers will be training to implement non-fiction reading strategies in content area subjects -Teachers attend MCIU trainings on LTRS (multi session training) -We have and continue to have multiple trainings on the development of IEPs with a trainer from the MCIU leading this, starting with writing strong present ed levels in educational performance, developing clear goals, objectives, and

	SDI, so that every component of the IEP is being covered; as a result, staff are creating new goals to be part of our IEP program, including in the area of Reading. -Staff participate in webinars through First Author (Dawn Johnston) in writing
Person Responsible	Special Education Supervisors, Reading Teachers/Specialists
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	25
Provider	District Staff
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data N/A

Transition

Description	Secondary Special Education staff will receive ongoing training to insure that IEPs written for students of transition age are driven by team-determined post-secondary goals. Ongoing expansion of resources and transition opportunities will be embedded into these trainings. Administrative staff will attend trainings at PATTAN (3/7) regarding increasing

	capacity for transition programming. Guidance staff and transition coordinators attend trainings through PATTAN/IU regarding act 339 transition planning for all students. Transition afternoon and evening sessions are held to acquaint both staff and community with outside services and transition trajectory. The transition coordinator from the IU provides many of these trainings along with interagency collaboration and community involvement.
Person Responsible	Secondary Special Education Supervisor
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	25
Provider	IU Consultants
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers and support staff will continue to improve development of transition plans, IEP goals as they connect to postsecondary education and training, and expansion of transition opportunities.
Research & Best Practices Base	Indicator #13 and #14 guidelines and best practices will be emphasized.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

leadership roles	education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
	      Provides leaders with the ability to access and use appropriate data to inform decision-making.
	      Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	      Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer reviewed IEPs, consultation with MCIU, and teacher reflection and review of student progress in area of transition
Evaluation Methods	Student outcomes

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer