

William Penn SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

100 Green Avenue Annex
 Lansdowne, PA 19050
 (610)284-8000
 Superintendent: Jane Harbert
 Director of Special Education: Catherine Greenstein

Planning Committee

Name	Role
Joseph Conley	Administrator : Special Education
Jane Harbert	Administrator : Professional Education Special Education
Dawnee Watson-Bouie	Administrator : Professional Education Special Education
Robert Wright	Board Member : Special Education
Jennifer Hoff	Business Representative : Professional Education Special Education
Tamika Hill	Ed Specialist - School Counselor : Professional Education Special Education
Marnie Miles-Jackson	Ed Specialist - School Counselor : Professional Education Special Education
Kathleen Agren	Elementary School Teacher - Special Education : Professional Education Special Education
Ilyse Perloff	High School Teacher - Special Education : Special Education
Becky Vandenberg	High School Teacher - Special Education : Professional Education Special Education
Theresa Overton	Parent : Professional Education Special Education
Geana Germana	Special Education Director/Specialist : Professional Education Special Education
Catherine Greenstein	Special Education Director/Specialist : Special Education
Jennifer Marvil	Special Education Director/Specialist : Special Education
Frank Bruno	Student Services Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1034

Identification Method

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

The District continues to use the Discrepancy model for identification of students with specific learning disabilities. In conjunction with the Comprehensive Support Process (CSP) Team, a tiered support model, and interventions, and/or Solutions and Intervention Committees, the District is able to use data from the interventions along with psychoeducational assessment data and parent and teacher input to determine if a child meets the eligibility criteria for a Specific Learning Disability.

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>

The District continues to work on improving Educational Environments to more closely reflect the state-wide data. Between 12/1/18 and 12/1/19, we slightly decreased the percentages of SE in Other Settings and SE Inside Regular Class < 40%, which had minimal impact on the percentage of SE Inside Regular Class 80% or More.

There is no significant discrepancy in the Race/Ethnicity of identified students.

The LEA's percent of students in Special Education is 19.1%, which is 1.8% higher than the State average. The LEA has a higher than state average percentage of Students with Autism, Emotional Disturbance, and Intellectual Disabilities, and a lower than the state average percentage of students with Specific Learning Disabilities. The categories of Other Health Impairment and Speech or Language Impairments are similar to the state averages. Over time, the percentage of our children identified with Autism has continued to increase. It was 12.4% on 12/1/18, and went up to 13.8% as of 12/1/19.

Non-Resident Students Oversight

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

There are no known 1306 facilities or institutions within the borders of the District. Were there to be such facilities, the District would follow applicable regulations.

Incarcerated Students Oversight

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

There are no facilities for incarcerated youth located within the District's boundaries. If such a facility were to be located within the boundaries of the District, the LEA would use the District's current Child Find procedures to locate potential students with disabilities, and evaluate and identify them according to current regulations.

For youth incarcerated in facilities within the boundaries of other LEAs, the District cooperates closely with the operating entities to provide records and attend IEP meetings.

Least Restrictive Environment

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

1. Least Restrictive Environment begins with regular education and interventions provided prior to the need for identification. The District continues to develop a full Multi Tiered System of Supports (MTSS) and frequently identifies at-risk students to enroll them in the Comprehensive Support

Process. The elementary and middle school buildings hold weekly CSP team meetings to discuss students and recommend interventions or review the data from these supports. The high school holds weekly SAP meetings. Interventions are implemented within the regular education classroom and data is collected before a child is referred for special education services. The District continues to train principals, teachers, and parents on Least Restrictive Environment and on the use of supplementary aids and services, which are considered at each IEP meeting, along with the Gaskin questions, to allow a student to remain in regular education to the greatest extent that is appropriate for each individual student. Individualized data-based decisions are made about placement, with "pull-out" instruction, self-contained classrooms, and/or out-of-district placement being recommended only when the team agrees that a more restrictive placement has clear benefits for the child and that supplementary aids and services will not adequately support the child in regular education.

Efforts are made to move children to less restrictive placements through on-going data collection and IEP team meetings where supplementary aids and services are considered to support students in less restrictive environments. The District worked with "Include Me From the Start" for three years in a row, and has enlisted the Delaware County IU's experts on the SAS Toolkit, Universal Design for Learning, and Assistive Technology to increase IEP students' access to general education. Parent education efforts continue, and the District has started Best Buddies chapters at the high school, the middle school, and the elementary school levels.

We continue to work on proactive measures to avoid placing students out of district, and on returning students in Approved Private Schools back to the District. In fact, this year alone (2019-2020), five students have already returned to the District from APS or DCIU placements, and there are four more slated to return to a Less Restrictive Environment at the beginning of next school year.

2. The District continues to work on improving LRE by expanding the continuum of services, replicating successful programs, and implementing evidence-based models. School-wide PBIS is fully implemented in some schools and is getting a "re-boot" in schools where the initiative has lagged. The middle school is a Comprehensive Support school and is implementing many initiatives with the support of PaTTAN's and the DCIU's technical assistance. The District has expanded the number of in-district Emotional Support classrooms and currently partners with Child Guidance Resource Center (CGRC) for supporting the Emotional Support Program. We regularly hold Quality Assurance meetings with CGRC staff and are always looking for additional ways to improve programming.

The District participated in Include Me From the Start for three years to improve our understanding of LRE and to be more inclusive in our programming and placement. In the second and third year, no parents of Early Intervention students agreed to be part of the program, so we were unable to continue that initiative. We have also trained a middle school team in the SAS Toolkit Process to include a severely disabled student to participate in the Least Restrictive Environment of regular education for English, Math, Science, and Social Studies. We continue to provide parent trainings on LRE and encourage teachers to recommend the Least Restrictive Environment that is appropriate for each child.

In past years, the District has contracted with Green Tree School Based Services and Child Guidance Resource Center School Based Services to support our teachers and provide professional

development, programming recommendations, and properly trained staff for our buildings that house Emotional Support. This winter (2020), we have put out a Request for Proposal (RFP) to three agencies, and we anticipate choosing an agency by April of 2020. The goal is to choose an agency that is proactive, and that can provide supports for making behavioral change rather than just reactively managing behavior. The specifics are to be determined. Our current programming provides behavior managers at the elementary and middle school levels, and mental health clinicians in 5 buildings covering all grade levels. The District currently also houses two satellite Child Guidance offices, and is hoping to expand to two additional locations as soon as possible. We collaborate with Magellan, Child Guidance, and county mental health officials in this effort.

The District continues to participate in the PaTTAN Autism Initiative. Since 2011, we have partnered with and received technical assistance, coaching, and supports in all of our current Autistic Support classrooms. All Autistic Support staff received or will receive intensive training through PaTTAN at the "ABA Bootcamp." The teachers all use ABA-based strategies for instruction, including errorless teaching and discrete trial instruction. Despite major budget cuts brought on by the unfair funding formula that Pennsylvania continues to use, the District has expanded the number of teacher positions for children with Autism from two in SY 2009-2010 to fifteen positions in SY 2019-2020, including thirteen classroom teachers and two itinerant support positions, allowing children with Autism to be educated with typical peers to the maximum extent appropriate for each child rather than being placed in out of district facilities or full-time classrooms with little exposure to regular education peers. The District has also consulted with the Delaware County IU to improve instruction and outcomes for students with Autism and students with significant cognitive disabilities. We are able to keep the vast majority of our students with Autism in our District programming in the Least Restrictive Environment that is appropriate.

Instructional Assistants are in every building and currently number 57. Each year, they receive a minimum of 20 hours of training provided by the District to help them improve or maintain their skills and remain highly qualified. Their presence allows many children to attend regular education classes with supplementary aids and services. We also bring in professional development from the DCIU.

For children requiring Life Skills Supports, the child's IEP team considers each child's placement individually, with inclusion in regular education and learning support classrooms when the IEP team decides a less restrictive placement is appropriate for the child. We provided a training to our Life Skills and Autistic Support teachers on the PASA requirements, and asked them to reconsider their students currently enrolled in the PASA, especially the youngest ones, to see if they would be more appropriate for the PSSA. We also shared the training with principals.

The District has implemented *Success For All*, an evidence-based, research-proven school reform model and reading program that supports students at their instructional level within the regular education setting for reading in the elementary classrooms since 2011. This has resulted in improved LRE and improved results in reading for students with IEPs. Students are grouped by their instructional level instead of their grade level, which allows for special education students to be instructed alongside their regular education peers. For those students who do not make progress in the general education reading program, the District uses a variety of reading interventions including *Read 180*, *System 44*, *iRead*, *Moby Max*, *Corrective Reading*, and other interventions. In addition, at PaTTAN's recommendation, we have implemented *Reading Mastery*, *Language for*

Learning, Language for Thinking, and Language for Writing for students with Autism and ID. The District completed a curriculum review of SFA a year ago, and as a result the District is piloting two new ELA programs, one of which will be chosen for implementation across all elementary buildings beginning in SY 20-21.

Social skills instruction, Personal Care Assistants, and Instructional Assistant supports are provided to students according to their needs, and social skills are incorporated into the *Success For All* curriculum, as well. An "Inclusion" Video Club was formed by the Autistic Support Teacher at the high school in 2009, and this club continues to provide opportunities for social engagement between teenagers on the spectrum and teenagers without disabilities. The District intends to implement explicit instruction in Executive Function (EF) skills using a research-based EF curriculum.

3. The District continues LRE education efforts with parents and school teams. IEP teams discuss LRE and supplementary aids and services to support students in regular education classes, however parents often request more restrictive settings. The teams always discuss LRE and the pros and cons of these most restrictive settings, but often parents insist on these settings. For SE in Other Settings, the LEA is at decreased from 8.5% to 7.1% between 12/1/17 and 12/1/18 compared with the State average of 4.8%. These placements are made to Out-of-District settings only when all other In-District options have been exhausted unsuccessfully, when an Act 26 Violation requires expulsion, or when an attorney insists that the District place a student in an Out-of-District placement. Furthermore, the District has a highly transient population, and we often get students from other Districts who have been placed by NOREP in out-of-district settings prior to registering.

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.

1. Summary of District policy on behavioral support services, including, but not limited to SWPBS.... District policies are updated regularly, and the District is committed to providing a safe, structured environment conducive to learning. District policies require positive behavior supports. For students with IEPs and at-risk behaviorally challenged students, Positive Behavior Support Plans are written and implemented. At the high school, they have implemented a Youth Court and are working toward using more restorative practices.

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.

The District currently has six employees who are trainers for QBS Safety Care, described as a "Behavioral Safety Training program (that) provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change." Trainings are prioritized and are provided to Security Resource Officers, Principals, Emotional Support and Autistic Support Staff, including Teachers, Instructional

Assistants, and Personal Care Assistants, As time allows, after these staff have been trained, the de-escalation piece of the training has been rolled out to others, such as the regular education teachers, transportation staff, and other special educators. The goal is to prevent serious escalations of behavior, but if a child is in danger of hurting himself or others, safe restraint practices have been taught and are implemented only as necessary.

Each school building implements School Wide PBS. Students are instructed on the Student Code of Conduct, followed by a quiz to test their understanding. A copy is provided to the families each year, and is posted on the District's website. School behavior expectations are discussed with parents at Back to School nights. Principals have received professional development to consider alternatives to suspension and to provide meaningful consequences in lieu of suspension whenever possible. On the positive side, students may earn field trips, awards, extra privileges, homework passes, and other incentives for doing the right thing. At all grade levels, School Psychologists regularly consult with parents, students, teachers, principals, and other staff to provide behavior support strategies, school climate support, interventions for at-risk students, and leadership in school-wide PBS efforts. When necessary, students with significant behavioral problems will be provided with Personal Care Assistants.

The District currently contracts with Child Guidance Resource Center, and they provide the following staffing to be proactive as well as reactive for children with behavioral issues:

Walnut Street Elementary: 3 Bachelor's level behavior specialists and 2 mental health clinicians to provide individual and/or group therapy, and social work supports.

Penn Wood Middle School: 2 Bachelor's level behavior specialists and 1 mental health clinician to provide individual and/or group therapy, and social work supports.

Penn Wood High School: 2 mental health clinicians to provide individual and/or group therapy, and social work supports.

All CGRC clinicians are supervised by a CGRC Clinical Supervisor.

While this is the current structure and staffing, it is likely to change with a new contractor in place by the beginning of the 2020-2021 school year.

The Special Education Department continues to provide parent trainings and IEP clinics through a parent support group called WINGS.

3. See also above. As part of our mental health supports for students with both internalizing and externalizing behavioral challenges, we hired 5 contracted mental health clinicians, typically licensed social workers, who provide individual and group therapy sessions at both high schools, the middle school, and Walnut Street Elementary. These clinicians are currently provided through a contract with Child Guidance Resource Center, although a new provider with a different structure and staffing recommendations may be in place for the 2020-2021 school year.

The District continues to partner with Child Guidance to provide two satellite mental health clinics; one is housed at the Penn Wood Middle School and the other is available at the Walnut Street Elementary School, although referrals have dropped and this site is currently not operating. The District is negotiating with Magellan and Child Guidance to open additional clinics in some of our other high needs school buildings.

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 District continues to increase its capacity to service students with Autism within the District's continuum of special education supports. The biggest barriers to expanding these programs are lack of physical space and lack of funding for the additional teachers and staff. The District continues its partnership with the PaTTAN Autism Initiative, which provides training, coaching, and supports in best practices for educating children with Autism. The coaching spans Kindergarten through 12th grade. Each school year we have added, on average, one new Autistic Support classroom due to increased needs. Our staff have the capacity to handle even some of the most challenging students with Autism. However, in the rare instances when a student needs a more intensive type of support than we can provide in a local school, there are multiple options for Approved Private Schools and DCIU programs for these hard-to-place students. Specialized curricula materials have also been purchased to improve outcomes for students who need supplemental or replacement materials for the general education curriculum. It is anticipated that our needs may continue to grow at one additional Autistic Support classroom per year for at least one or two more years.

The District provides itinerant and supplemental learning support and itinerant speech and language support in every building, itinerant emotional and autistic support in each building, and supplemental emotional, autistic, and life skills support programs within the district across multiple regular ed buildings.

Although many students are appropriately accommodated within the District's continuum of special education supports, when deemed necessary by the IEP team (or a parent attorney), we place students out of district in a wide variety of settings to meet certain low incidence types of support that are not currently available in the District. As can be seen by reviewing the list of school placements outside of the District, when appropriate, we use DCIU-run programs in neighboring school districts that allow students to be educated in the Least Restrictive Environment, as well as a number of Approved Private Schools.

Our most challenging students to place are the students with IEPs who have been adjudicated and those who have the combination of disabilities of both ID and ED. We work closely with the DCIU to place students who are challenging, and they have been very supportive. When these resources are inadequate, we also work with case managers from CYS, Magellan, Behavioral Health Services, and Interagency Teams to place students when a traditional placement is not available. The District no longer operates an AEDY program where expelled students can attend and receive special education services, and can no longer use Glen Mills Day School. The District operates a cyber program which can be the right placement for certain students on either a temporary or permanent basis and Instruction in the Home is available when there are time gaps in educational placement.

The District's reboot of a 9th Grade Academy began in September of 2016 to address the critical ninth grade year where, unfortunately, we tend to lose students with IEPs to Out of District

placements in greater numbers, or don't always support them on a path of success, leading to school drop-outs or repeating 9th grade courses. For the last three and a half years, the District has operated a new "School within a School" alternative to the traditional high school program. This program serves some of our students with ED, SLD, OHI, and other disabilities for whom the regular school, even with special education supports, has not been successful. The schedule includes extra physical education, instruction in mindfulness practices, extra therapeutic and social work supports, computer-based instruction to allow students to work at their own pace, and a coaching model of teaching, with a strong emphasis on transition. Students earn rewards and privileges by meeting the teachers' structured expectations.

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Glenwood Elementary School	Neighboring School Districts	Supplemental Speech and Language Support (Language Intensive)	4
County Alternative High School	Special Education Centers	Emotional Support	9
Delta School	Approved Private Schools	Autistic Support & Emotional Support	2
Elwyn - Davidson School	Approved Private Schools	Autistic Support, Emotional Support, and Multiple Disabilities Support	16
George Crothers CADES	Approved Private Schools	Life Skills and Multiple Disabilities Support	4
Haverford High School	Neighboring School Districts	Physical Support	1
Ithan Elementary School	Neighboring School Districts	Full Time Learning Support	2
Pennsylvania School for the Deaf	Special Education Centers	Deaf and Hearing Impaired Support	1
Pennington School	Special Education Centers	Life Skills Support and Emotional Support	3
SAILS	Special Education Centers	Autistic Support (Transition Services)	1
Martin Luther Silver Springs	Approved Private Schools	Emotional Support	1
Springton Lake Middle School	Neighboring School Districts	Autistic Support	1
Strath Haven High School	Neighboring School Districts	Deaf and Hearing Impaired Support	1
Fairwold Academy, formerly known as Wordsworth	Approved Private Schools	Autistic Support and Emotional Support	4
Mill Creek School	Other	Emotional Support	1
Devereux Kanner Center	Approved Private Schools	Autistic Support	1
Devereux Brandywine	Approved Private Schools	Autistic Support	1
Marple Education Center (DCIU)	Special Education Centers	Autistic Support, MDS Support, Life Skills Support	16
Vanguard School	Approved Private Schools	Emotional Support and Autistic Support	2
Buxmont Academy	Other	Learning and Emotional Support	2
DCIU Aston	Special Education Centers	Emotional Support	1
DCIU Community School	Special Education	Emotional Support	3

	Centers		
DCIU New Pathways	Other	Emotional Support & Mental Health Treatment	2
Royer Greaves School	Approved Private Schools	Multiple Disabilities including ID, Blind, Autistic, other	4
Overbrook School for the Blind	Approved Private Schools	Blind/Visually Impaired Support	1
The Pathway School	Approved Private Schools	Autistic Support and Emotional Support	1
Green Tree School	Approved Private Schools	Autistic Support and Emotional Support	1
Devereux Mapleton	Approved Private Schools	Autistic Support and Emotional Support	1
Penn Crest High School	Neighboring School Districts	Physical Support	1
Elwyn West Chester Campus	Approved Private Schools	Autistic Support and Intellectual Disabilities	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Reason for the proposed change: Teacher caseloads decreased over time and third LS teacher was reassigned to a needier location.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	15	0.75
Justification: Teacher sees students at different times in age-appropriate groups.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	12	0.25
Justification: Teacher sees students at different times in age-appropriate groups.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS*Type:* Position*Implementation Date:* September 8, 2015*Reason for the proposed change:* Caseload demand increased at Aldan and East Lansdowne and decreased at Ardmore Avenue Elementary, necessitating reallocation of teacher.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	15	0.4
Justification: Teacher services students of different ages at different times in age-appropriate groups.				
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	20	0.6
Justification: Teacher services students of different age levels at different times in age-appropriate groups.				
Locations:				
East Lansdowne 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	10 to 13	15	0.75
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.25
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 13	15	0.75
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 13	12	0.25
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Aldan Elementary	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
Itinerant	Learning Support	6 to 13	12	0.25
Justification: Teacher supports different age levels at different times.				
Locations:				
Bell Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 13	15	0.75
Justification: Teacher supports different age levels at different times.				
Locations:				
Bell Avenue 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 13	15	0.75
Justification: Teacher supports different age levels at different times.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 13	12	0.25
Justification: Teacher supports different age levels at different times.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* Demographic changes affected caseload age range.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	12	1
Justification: Students are intellectually similar despite the wide age range, and instruction is differentiated within small groups with the help of Instructional Assistants. Parents agree to age differential via waiver.				
Locations:				
Ardmore Avenue 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	12	1
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2013*Reason for the proposed change:* Correction of error. Itinerant support was accidentally entered in 2013 as 'Supplemental'.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 13	15	0.75

Justification: Teacher supports different age levels at different times.				
Locations:				
East Lansdowne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 13	12	0.25
Justification: Teacher supports different age levels at different times.				
Locations:				
East Lansdowne 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	0.75
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.25
Locations:				
W.B. Evans 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%)	Learning Support	10 to 13	15	0.75
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.25
Locations:				
W.B. Evans Elementary	An Elementary 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%)	Autistic Support	10 to 13	8	1
Locations:				
Aldan Elementary	An Elementary 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%)	Autistic Support	8 to 11	8	1
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 2, 2014*Reason for the proposed change:* Autistic Support Program outgrew the available space in Evans Elementary, so teacher and classroom were relocated to Aldan Elementary.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	6	0.75
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 12	3	0.25
Locations:				
Aldan Elementary	An Elementary 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%)	Autistic Support	5 to 8	8	1
Locations:				
W.B. Evans Elementary	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	6	0.5
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 3, 2013*Reason for the proposed change:* Correction of error in 2013 Plan - position was always 25% Itinerant, but that segment was inadvertently missed.**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	15	0.75
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.25

Locations:				
Park Lane Elementary	An Elementary 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 Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	0.75
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.25
Locations:				
Park Lane Elementary	An Elementary 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%)	Learning Support	7 to 10	15	0.75
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.25
Locations:				
Park Lane Elementary	An Elementary 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	15	0.75
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.25
Locations:				
Park Lane Elementary	An Elementary 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	6 to 9	15	0.75
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.25
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General 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	10 to 13	15	0.75
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.25
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* Changing demographics & LRE - able to include more students in a less restrictive environment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	9	0.75
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	10	0.25
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* Changing demographics & improved programming. Able to support more students in the Least Restrictive Environment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	9	0.75
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	10	0.25
Locations:				
Walnut Street Elementary	An Elementary 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%)	Emotional Support	9 to 12	12	1
Locations:				
Walnut Street Elementary	An Elementary 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%)	Emotional Support	10 to 13	12	1
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015*Reason for the proposed change:* Changing demographics and improved programming. Able to support more students in a Less Restrictive Environment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	9	0.75
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	10	0.25
Locations:				
Walnut Street Elementary	An Elementary 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	12 to 15	20	1
Locations:				
Penn Wood 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
Itinerant	Learning Support	11 to 14	50	1
Locations:				
Penn Wood Middle School	A Middle 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
Itinerant	Learning Support	12 to 15	50	1
Locations:				
Penn Wood Middle School	A Middle 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%)	Life Skills Support	12 to 15	12	1
Locations:				
Penn Wood Middle School	A Middle 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%)	Autistic Support	12 to 15	6	0.75
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	3	0.25
Locations:				
Penn Wood 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	11 to 14	20	1
Locations:				
Penn Wood 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	11 to 14	20	1
Locations:				
Penn Wood Middle School	A Middle 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%)	Emotional Support	11 to 14	12	1
Locations:				
Penn Wood Middle School	A Middle 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	12 to 15	20	1
Locations:				
Penn Wood Middle School	A Middle 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%)	Emotional Support	12 to 15	12	1
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38*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 17	20	1
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*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	14 to 17	12	1
Locations:				
Penn Wood High School Cypress Campus	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1
Locations:				
Penn Wood High School Cypress Campus	A 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%)	Autistic Support	14 to 17	4	0.5
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.5
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 5, 2017

Reason for the proposed change: Programming was added due to an increased numbers of students with significant mental health concerns and hospitalizations who needed a more supportive and alternative type of programming.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	20	1
Justification: Students use computer-based instruction to access core courses and are grouped together to allow for self-contained emotional support programming.				
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: District created a Ninth Grade Academy on the Cypress Street Campus and moved all 10th graders to the Green Avenue Campus, causing the need to relocate some positions to the Green Avenue Campus.

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	20	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High 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%)	Learning Support	14 to 17	20	1
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2020

Reason for the proposed change: Transferred a grade level to a different campus.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.75
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.25
Locations:				
Penn Wood High School Green Avenue Campus	A Junior/Senior High 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	15 to 21	20	1
Justification: Teachers supports different age levels at different times of day.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 21	6	0.5
Justification: Teacher supports different age levels at different times of day and the age discrepancy is addressed in the student's IEP.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 21	4	0.5
Justification: Teacher supports different age levels at different times of day and the age discrepancy is addressed in the student's IEP.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2020*Reason for the proposed change:* Caseload revision to reflect that some of the students are at the itinerant level of support.**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	15	0.75
Justification: Teacher supports different age levels at different times and the age discrepancy is addressed in the student's IEP.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 21	5	0.25
Justification: Waivers provided, and teacher services students of different ages at different times.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High 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%)	Learning Support	15 to 19	20	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High 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%)	Emotional Support	15 to 19	12	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High 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
Itinerant	Learning Support	15 to 19	50	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52*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 19	20	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53*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 19	20	1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54*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 19	20	1

Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Bell Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
East Lansdowne Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1

Justification: Teacher supports different age levels at different times of day.				
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	5	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	5	0.1
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	5	0.1
Locations:				
Penn Wood High School Cypress Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	5	0.1
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 3, 2013

Reason for the proposed change: Changing demographics and needs.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 20	25	0.5
Justification: Teacher supports different age levels at different times of day.				
Locations:				
District Cyber Program	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.5
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 8, 2015*Reason for the proposed change:* Caseload and building changes.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Bell Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				

East Lansdowne Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 13	1	0.1
Justification: Teacher supports different age levels at different times of day.				
Locations:				
Walnut Street Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	1	0.1
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #58

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	13 to 15	48	0.8
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	12	0.2
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
East Lansdowne	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		
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Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 8, 2015*Reason for the proposed change:* Reassigned SLP caseloads due to adding SLP position.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	39	0.6
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Aldan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	26	0.4
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Bell Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60*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	5 to 13	65	1
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61*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	5 to 13	9	0.15

Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	42	0.65
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Walnut Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 20	12	0.2
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 8, 2015*Reason for the proposed change:* Added an SLP position and reassigned SLPs.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	49	0.75
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	16	0.25
Locations:				
Penn Wood High School Cypress Street Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 13	65	1
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	5 to 13	10	0.2
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	5 to 13	10	0.2
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Colwyn Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	5 to 13	10	0.2
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	5 to 13	5	0.1
Justification: Therapist sees students in age-appropriate groups at different times of day.				
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	13 to 15	5	0.1
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #65

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	8 to 8	1	0.02
Locations:				
Park Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Reason for the proposed change: Changing needs. Reduced # of Life Skills classrooms and increased # of Autistic Support classrooms. Changed location of position to Evans.

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:				
W. B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 4, 2018

Reason for the proposed change: Changing demographics. More Supplemental Autistic Support is needed.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Aldan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

Reason for the proposed change: Changing demographics. Needed an additional LS teacher at Bell, and one less LS teacher at Walnut.

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:				
Bell Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 8, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 16	8	1
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 8, 2015*Reason for the proposed change:* Correcting an error in location.*Present Class Location:* 123 A Green Avenue Campus*Proposed Class Location:* 123 A Green Avenue Campus*Length of time class has been in present location:* It has been in present location for years. This revision was to correct a mistake in location.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	15	0.75
Locations:				
Penn Wood High School Cypress Street Campus	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.25
Locations:				
Penn Wood High School Cypress Street Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #71*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: September 4, 2018

Reason for the proposed change: Changing demographics. Ardmore Avenue Elementary needed more Learning Support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	25	0.5
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.5
Locations:				
Ardmore Avenue Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 8, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	32	0.5
Locations:				
Penn Wood Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	32	0.5
Justification: SLP sees students in appropriate age ranges at different times of day.				
Locations:				
W. B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 4, 2018

Reason for the proposed change: Running out of space at the current location.

Present Class Location: Evans Elementary Room #

Proposed Class Location: Aldan Elementary Room #

Length of time class has been in present location: 6 months

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Aldan Elemnetary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* January 2, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 12	12	1
Locations:				
W.B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 3, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	15	1
Justification: Students				
Locations:				
Penn Wood High School Green Avenue Campus	A Senior High School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2020**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 12	12	1
Justification: Teacher is itinerant and pushes in to various classrooms. Teacher does not see greater than 3 years' age range at any given time period.				
Locations:				
W. B. Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Annex	1
Elementary Supervisor of Special Education	Administration Annex	1
Secondary Supervisor of Special Education	Administration Annex	1
Coordinator of Special Education for Out of District Placements	Administration Annex	1
Transition Coordinator	Penn Wood High School	1
Occupational Therapist A	Multiple school buildings	1
Occupational Therapist B	Multiple school buildings	1
Occupational Therapist C	Multiple School Buildings	1
School Psychologist A	Aldan Elementary and W. B. Evans Elementary School	1
School Psychologist B	Ardmore Avenue Elementary and Colwyn Elementary	1
School Psychologist C	Park Lane Elementary and Penn Wood High School	1
School Psychologist D	Penn Wood Middle School	1
School Psychologist E	Walnut Street Elementary and East Lansdowne Elementary	1
School Psychologist F	Penn Wood High School and Bell Avenue Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Clinical Supervisor Walnut Emotional Support Program - a Child Guidance Resource Center partnership	Outside Contractor	3 Days
Human Growth and Development Teacher	Outside Contractor	5 Hours
Personal Care Assistants	Outside Contractor	500 Days
Community Living and Learning	Intermediate Unit	5 Days
Meaningful Day	Intermediate Unit	5 Days
SAILS Apartment living for students with Autism	Intermediate Unit	5 Days
Competitive Employment	Intermediate Unit	5 Days
Mental Health Clinicians from Child Guidance	Outside	175 Hours

	Contractor	
Clinical Supervisor Penn Wood Middle School Emotional Support Program - a Child Guidance Resource Center partnership	Outside Contractor	2 Days
Emotional Support Behavior Managers	Outside Contractor	175 Hours
Certified Occupational Therapist Assistant (COTA)	Outside Contractor	2 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Action Step: Continue Technical Assistance from PaTTAN on Applied Behavior Analysis and strategies for teaching students with Autism (includes on-site assistance, reviews, and attendance at "ABA Bootcamp" as needed & provide additional professional development for teachers on alternative curriculum recommended by PaTTAN, including Language for Learning, Language for Thinking, Language for Writing, Reading Mastery, and Connecting math Concepts.</p> <p>Evidence: Data collection for individual teachers</p> <p>Teacher Observations and student progress on IEP goals.</p>
Person Responsible	Catherine Greenstein
Start Date	8/31/2020
End Date	6/16/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	5
# of Participants Per Session	15
Provider	PaTTAN & McGraw Hill
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling</p>

	<p>students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Professional Learning Communities
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>On-site observations, coaching, and individual consultations from PaTTAN</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>On-site observations, individualize feedback, review of Data</p>

	Collection, review of Student Progress
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Behavior Support

Description	Action Step: Professional development on best practices for effective social-emotional learning, including trauma-informed practices, de-escalation strategies, and safe crisis management techniques. Evidence: Agenda
Person Responsible	Catherine Greenstein
Start Date	8/31/2020
End Date	6/15/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	6
# of Sessions	2
# of Participants Per Session	10
Provider	QBS Safety Care trainers; Various Trauma Trained providers including the District's social workers.
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional

educators seeking leadership roles	<p>education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Data analysis</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Data analysis</p>

Paraprofessional

Description	Action Step: Provide a minimum of 14 hours per year of Professional
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	Development on topics related to Paraprofessional needs. Evidence: Agendas
Person Responsible	Catherine Greenstein
Start Date	8/31/2020
End Date	6/16/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	7
# of Sessions	2
# of Participants Per Session	56
Provider	District Personnel and DCIU personnel
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	LEA Whole Group 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	Observations
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading

Description	Action Step: Continue professional development of teachers in Read 180, System 44, and iRead. Evidence: Coaching notes and training agenda
Person Responsible	Catherine Greenstein
Start Date	8/31/2020
End Date	6/16/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	74
Provider	McGraw-Hill; Houghton Mifflin Harcourt; New ELA Curriculum Provider
Provider Type	For Profit Company
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

	<p>effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	Action Step: Professional Development on the Transition Section of the IEP and Transition Resources Evidence: Agenda
Person Responsible	Catherine Greenstein
Start Date	8/31/2020
End Date	6/16/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	2
# of Participants Per Session	25
Provider	District Personnel
Provider Type	DCIU, PaTTAN, and District staff
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	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Other educational specialists Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of Transition Plans and Educational Benefit Reviews
Evaluation Methods	Analysis of Transition Plans and Educational Benefit Reviews

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