

Twin Valley SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

4851 N. Twin Valley Road
 Elverson, PA 19520
 (610)286-8600
 Superintendent: Robert Pleis
 Director of Special Education: Christopher Watson

Planning Committee

Name	Role
Brenda Boyer	Administrator : Special Education Schoolwide Plan
William Clements	Administrator : Special Education Schoolwide Plan
Dr. Robert Pleis	Administrator : Professional Education Special Education Schoolwide Plan
Dr. Lorraine Sakoian	Administrator : Professional Education Special Education Schoolwide Plan
Craig Sell	Administrator : Professional Education Special Education Schoolwide Plan
Gary McEwen	Board Member : Professional Education Special Education Schoolwide Plan
Douglas Metcalfe	Board Member : Special Education
Christine Osborn	Board Member : Professional Education Special Education Schoolwide Plan
Mark Slider	Community Representative : Professional Education Special Education Schoolwide Plan
Jennifer Burns	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Sharon Huggins	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Amy Pines	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Jennifer Eversmyer	Parent : Special Education
Nancy Hafer	Parent : Special Education

Kristi King	Parent : Special Education
Angela Quinn	Parent : Special Education
Brenda Taylor	Parent : Special Education
Julie Matla	Special Education Director/Specialist : Special Education
Dr. Christopher Watson	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 615

Identification Method

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

The Twin Valley School District has a multi-step process for identifying students with specific learning disabilities:

1. Collect data from curriculum based and/or district benchmark assessments.
2. Compare pre-test and post-test data relative to the implementation of supplemental research-based instructional interventions the student has received.
3. Administer nationally normed intelligence and academic achievement assessments.
4. Compare the student's measured academic achievement to that of other students of the same age (or grade if appropriate).
5. Evaluate student's measured academic achievement relative to what has been taught vis-a-vis the TVSD curriculum.
6. Evaluate any discrepancies or cognitive weaknesses identified through cognitive testing.
7. Compare the student's measured academic achievement to the predicted level of achievement expected, given the student's demonstrated intelligence.
8. Account for sources of environmental, economic, or cultural disadvantage.
9. Account for any relevant medical findings.
10. Account for other factors that may have affected academic achievement (e.g. school attendance, student motivation/effort/productivity)
11. Compare current results with that of prior assessment results documented in the student's school record. Evaluate any discrepancies that may exist.

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>

After reviewing the Enrollment Difference Status, it has been determined that there is not a 10% difference in the percentage of Special Education students.

There are disproportionalities in the following areas:

1. Emotional Disturbance and Intellectual Disability which the Twin Valley School District has less than the state average.
2. Other Health Impaired students are disproportionate because of an increase in the percentage of the population of ADHD and ADD.

The district is addressing the disproportionate rate of Other Health Impairment through working with our Psychologists and Guidance Counselors on the appropriate use of the 504 plan to support students with ADHD.

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?

1. The Twin Valley School District meets the obligations of a host district under 1306 by performing all activities the local education agency would. These include, but are not limited to, providing FAPE to students while they are placed in the facility, determining students who might require special education services under Child Find, providing evaluations for students to determine if they meet eligibility criteria for special education services, monitoring the facilitation of special education programs and services provided by the facility, providing trainings for staff in the area of special education and monitoring compliance under both state and federal laws.
2. The Twin Valley School District ensures that students are in the Least Restrictive Environment by attending IEP meetings for students with disabilities as the LEA representative. During the meeting, LRE is discussed and further reviewed. We provide psychological services to review each student's evaluation report and services to review each student's IEP.

3. The Twin Valley School District does meet its obligations under 1306, but with difficulty. The school district is not in a position to be in the facility at all times, therefore we are unable to fully maintain that the implementation of special education programming is to the standard it would be if it was a part of the district. It is important to note, however, that the district and Abraxas are working together to remedy some of the common concerns and barriers in an effort to provide appropriate programming. The Twin Valley School District Director of Student Services schedules meetings/visits with Administration from Abraxas throughout the Year to review progress and concerns regarding Special Education.

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).

The Twin Valley School District has contracted with the Local Intermediate Unit to ensure that all incarcerated students who are eligible for Special Education are located, evaluated, and when deemed eligible are offered a free appropriate public education. A district liaison attends IEP meetings for students who are identified and incarcerated.

The Abraxas Academy is located in the Twin Valley School District. Currently, Abraxas has a Special Education Supervisor who serves as a liaison to the Twin Valley School District. The Special Education Supervisor from Abraxas works with a Twin Valley School District Administration to coordinate special education services, discuss concerns and procedures, and to collaborate in decision making.

The Twin Valley School District reviews Evaluation reports and IEP's when the liaison deems it necessary. The Director of Student Services has a schedule to meet with the Abraxas Administration throughout the year to review Special Education procedures and updates.

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. The Twin Valley School District prides itself on the very inclusive environment it provides to students. Students are provided with various supports including, but not limited to, behavior support, life skills support, co-taught environments, supplementary aides, specific accommodations and/or curriculum modifications/adaptations. School based Child Study Teams meet monthly to discuss supports and needs of students. Intervention action plans outline data based goals for students to be successful in the regular classroom setting. If students are still unable to be successful with significant supports in place, we provide more significant supports in alternative settings, where the student can be successful and achieve their individual goals based on their IEP.
2. We have implemented a variety of programmatic supports that include evidence or research based instructional materials for reading and math across grade levels, as well as classes that support the varied needs of students. We have added staff positions within the district including behavior support teachers, a life skills teacher at the middle school, and a learning support teacher at the high school. We have provided training in many areas over the past few years. We have used our local intermediate units and PaTTAN to update our staff on best practices. Specifically, learning support teachers have been trained in using a continuum for students with intellectual disabilities, Safety Care, Teaching Relevant Behavior Skills, Executive Functioning Skills, De-Escalation, FBA (Functional Behavioral Assessment) training, Speech Interventions for Classroom teachers, Behavior Strategies, and PASA training.
3. We work diligently to include students in the regular education setting, as demonstrated by our 87.4% itinerant inclusion rate. Our students enrolled in other settings is higher than the state average at 7.4%. Currently, we have developed a plan to reduce outside placements. The plan includes school based team meetings and data collection from the classroom. School based teams meet and review the data and plan for supports and intervention in the classroom. Follow-up meetings are held and new data is examined prior to any consideration of an outside placement. As an IEP team, we meet to determine the least restrictive environment for students and on occasion, that is not at the home school. Students are then placed based on where the IEP team feels the student would be most successful. The Student Services Coordinator continues to participate in IEP meetings at the out placement and works with the staff and student to accomplish goals and plan for return to the district when appropriate.

Behavior Support Services

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

The following principles shall govern the use of behavior supports interventions for children with disabilities:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints.
2. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
3. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
4. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
5. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into the body of the IEP.

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:

Behavior support

– the development, change, and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive behavior support plans

– a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Regular Program Of Training

The Superintendent or his/her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints, that those personnel will be expected to employ in the implementation of positive behavior supports

or interventions in accordance with the IEP of the child and this policy.

References:

1. School Code – 24 P.S. Sec. 510
2. State Board of Education Regulations – 22 PA Code Sec. 14.101, 14.133, 14.143
3. Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.
4. Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFR Part 30

Positive Behavior Support

Twin Valley School District employs positive behavior support programs throughout its buildings. Schoolwide positive behavior support at the elementary level includes: Raider Rewards, Bucket Filling, Kindness Week, and other building wide programs. Twin Valley Middle School employs a wide range of positive behavior supports including a Student Advisory Program (Raider Pride), Student Leadership training, Raider Rewards (positive reinforcement), Restorative Practices and Peer Mentoring. There are two teachers who are also Restorative Practices trainers employed in the middle school who provide support and professional development. The Twin Valley High School continues the student leadership training through LINK, Student Council and Pay it Forward (schoolwide initiative). The high school staff employs Restorative Practices in student disputes whenever appropriate. Two programs in the high school also support students with behavioral needs as they work towards participation in the regular classroom. The Bridges program, allows students a supportive environment for learning and behavior support. A full time teacher and learning support teacher develop goals for students to achieve while being supported through small group tutoring and guidance related lessons daily. A classroom aide provides additional support in the classroom of 10-12 students. Certified core area teachers support student academics through a daily small group tutoring rotation. As students achieve academic, social and behavioral goals, return the regular classroom is supported on a phase-in basis. Additionally, the STEP program supports students who need some level of additional support for 1 or 2 classes on transition back to the regular classroom. A fulltime learning support teacher works with students in goal setting and academics as they transition fully.

For students demonstrating behavior issues within the classroom, a behavioral RTI (Response to Intervention) was developed. At the elementary and middle school, the district employs behavior support teachers in each building. The behavior support teachers conduct Behavioral RTI assessments of the classroom environment on a 3 Tier System. Tier 1 examines the regular classroom environment, Tier 2 examines specified behavior supports put in place for the individual student and Tier 3 involves a functional behavior assessment and possible referral for evaluation by a school psychologist. Each building holds monthly meetings with Child Study Teams to examine the classroom and school supports and interventions for students of need. The behavior support teachers work hand in with the classroom teacher on a push-in basis. They help to develop rewards and positive support systems as well as model appropriate techniques for teachers.

Safety Care

There are two certified Safety Care trainers on staff at the Twin Valley School District. Regular

trainings and re-certifications take place through out the year. De-escalation workshops are provided for aides and teachers during the school year and summer professional development. Each building established a Safety Care team that can respond in the case of a crisis. The team consists of administration, guidance and trained teachers. A Safety Care plan for each building outlines who would respond if needed. The primary focus of our Safety Care teams is de-escalation, or removal of other students from the area in case of a student exhibiting dangerous behaviors. The last resort would involve restraint, only if immediate danger of harm to the student or others was exhibited. Any restraints within the district are reported through the electronic restraint reporting system to the state.

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.
1. The school district has developed an inclusive environment that provides multiple levels of support for students within the regular education setting. Co-teaching practices are used at all levels to provide access to the general education curriculum to all students. Various positive behavioral supports are implemented and life skills supports are provided in the regular education setting. Additional training will be planned in conjunction with the BCIU, PaTTAN, and other agencies to provide a higher level of support for students with special education needs in the regular education setting.
 2. The school district works collaboratively with all agencies that are responsible for providing services for identified students. District staff attends interagency meetings such as transition council meetings, and Early Intervention meetings. Guidance Counselors work with MH/ID (Mental Health/Intellectually Disabled), SAM (Service Access Management), Children and Youth Services, Child Guidance Services and Juvenile Probation in order to deliver appropriate programming and supports. The Special Education Department invites case managers and Professional Service Providers to IEP team meetings.
 3. The school district will continue to use the interagency approach to improve its program capacity through ongoing communication with other agencies that support students with disabilities. The district plans to continue to expand its continuum of services for students with visual impairment during the life of this plan.

Strengths and Highlights

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

1. Twin Valley School District is committed to an educational program that provides all students the opportunity to develop and succeed to their highest potential. Our district-wide inclusionary practices provide assistance to students with disabilities within the general education setting, allowing access to the regular education curriculum to the maximum extent possible. Special education services are delivered through our co-teaching practices, differentiated classrooms, and a multitude of supports and strategies implemented by all personnel at all levels.
2. Our vision is that co-teaching will continue to develop and provide support for all students. Co-teaching teams consist of a general education teacher and a special education teacher at all levels. Additionally, co-teaching duty is assigned to some core area teachers in the middle school to serve in another grade level classroom on a rotation.
3. One of the strengths of our co-teaching program is common planning time, which has significantly increased the effectiveness of classroom instruction. This deliberate scheduling is built into the master schedule and demonstrates the level of commitment and support from building and district administrators. Deliberate scheduling of co-taught sections and the hand scheduling of special education students helps to ensure appropriate supports in the classroom. Heterogeneous groups at all levels support an inclusive climate, as all students belong to all teachers. Programs to support this relationship between students and teachers exist at all levels. Advisories at the middle level, Restorative Practices at the senior high level, and Responsive Classrooms at the elementary level enhance the personal connection between staff and students.
4. Behavior Support in the three elementaries and the middle school has been a hallmark of the district's inclusionary setting. Behavior Support teachers support both students and teachers making access to the regular classroom the goal for all students. Regular professional learning, a Behavioral RTI system and collaboration are essential to the success of our students.
5. Classrooms at Twin Valley School District are differentiated in three areas - instruction is differentiated to accommodate many learning styles, materials are differentiated according to individual student learning styles and needs, and student learning is evaluated using differentiated assessment. Regular education teachers and special education teachers receive side by side instruction in combined training sessions on best practices and curriculum related professional development sessions. Other professional activities held in common include assessment scoring, and data analysis. Regular education teachers have also received training in making accommodations and modifications.
6. Data is used to drive decisions on instructional practices, student groupings, and IEP goals. Twin Valley School District uses various methods to track data and make it accessible to all professional staff. Teachers are provided with standardized test data, PSSA data, common

assessment data, and IEP data in a readily accessible format. Special education teachers have received several trainings regarding assessment for IEP present levels of educational performance. Currently, teachers are assessing students in the areas of phonemic awareness, reading fluency, comprehension, written expression, math fluency and math computation. Progress monitoring then ensures that students are making continued progress within their classes. Instructional practices stem from evidence-based methods and student performance continues to improve. As student's progress to the secondary level, transition services drive IEP programs and goals. Career counseling is provided with many opportunities for real life experiences such as internships and work study programs. Post-secondary educational workshops are offered and students are encouraged to explore the opportunities available. Trainings are offered to parents and students on accessing services in college and as an adult.

7. At Twin Valley School District, a continuum of services is part of our inclusive model, with learning, emotional, and life skills being mainly delivered in the regular classroom setting. Supplementary aids and services support students within the regular classroom setting, providing greater access to the regular education curriculum. Support services include OT, PT, speech and language, assistive technology, personnel such as interpreters, psychiatrists, psychologists, IU support for training and programming, and community agencies. District transportation allows students to participate in internships, work-study programs, after school activities, and sports activities. Students who require specialized personnel to access extra-curricular activities are provided that support. Community partnerships provide support to both students and families.
8. Professional development has been a very important part of the development of Twin Valley School District's special education program. The district has participated in training offered at PaTTAN and through Berks County Intermediate Unit to increase the support options that can be offered to students. Every special education student is taught by a highly-qualified teacher. School-wide professional development in content areas help learning support teachers and paraprofessionals become masters of curriculum. School-wide behavior support training and the implementation of two district initiatives in Restorative Practices and Responsive Classrooms provides the basis of our behavioral support program. Parent resources and links to trainings are available on the Student Services website and emailed to parents monthly.
9. Supports in the classroom take many forms. Learning support teachers have consultation time with regular education teachers and students in the classroom. Leveled texts and differentiated materials allow all students access to the curriculum. Tiered lessons and scaffolding are instructional strategies that support student learning. Time is provided during the school day for pre-teaching and re-teaching of material and concepts. Peer tutoring and peer helpers work with students providing additional support. Technology is used in the curriculum and many forms of assistive technology allow students greater access to classroom experiences.

Assurances

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Abraxas Academy	Incarcerated	Abraxas Academy	35

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux Brandywine	Approved Private Schools	Emotional Support	1
Devereux Cares	Approved Private Schools	Autistic Support,	1
Child Career and Development Center	Special Education Centers	Emotional Support, Autistic Support; Multiple Disability Support; Learning Support and Life Skills Support	17
Camp Hill	Approved Private Schools	Life Skills Support	6
The Vanguard School	Approved Private Schools	Emotional Support, Autistic Support	3
NWHS	Special Education Centers	Autistic Support	1
CSF Buxmont	Special Education Centers	Learning Support, Emotional Support	3
CCIU Learning Center	Special Education Centers	Emotional Support, Learning Support	4
CCIU REACH	Special Education Centers	Emotional Support	2
Devereux Day School	Approved	Emotional Support	1

	Private Schools		
Hogan Learning	Special Education Centers	Autistic Support	1
New Story Perkiomen	Special Education Centers	Emotional Support	1
New Story Wyomissing	Special Education Centers	Autistic Support	1
Overbrook School for the Blind	Approved Private Schools	Blind or Visually Impaired Support	1
Pressley Ridge School for the Deaf	Approved Private Schools	Deaf or Hard of Hearing Support	1
White Clay School	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	18	0.7
Locations:				
Twin Valley MS -	A Middle 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	13 to 14	5	0.3
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	20	1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	20	1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 28, 2017**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	3	0.3
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	5	0.6
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.1
Locations:				

Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		
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Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.8
Locations:				
Twin Valley HS -	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	15 to 15	1	0.1
Locations:				
Twin Valley HS -	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	18 to 18	1	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	40	0.8
Justification: Due to students banking their High School Diploma, there are several students above the age range, however, this does not mean that they are serviced in the same setting as younger students.				
Locations:				
Twin Valley HS -	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 18	5	0.1
Locations:				
Twin Valley HS -	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	15 to 17	2	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	14	0.8
Locations:				
Twin Valley HS -	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	15 to 15	1	0.1
Locations:				
Twin Valley HS	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 16	1	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	19	0.9
Justification: Itinerant Speech Students are serviced individually and in the elementary building where grades span from K-4.				
Locations:				
Twin Valley School	An Elementary School	A building in which General Education		

District - TT	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	2	0.1
Locations:				
Twin Valley School District -	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	10	1
Justification: Speech Therapist services students in grades 5-12.				
Locations:				
Twin Valley School District -	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	28	1
Justification: Itinerant Speech Therapist sees students across elementary schools that service students in grades K-4.				
Locations:				
Twin Valley School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	6	0.2
Justification: Itinerant Services students across the district through the Berks County Intermediate Unit				

Locations:				
Twin Valley School District -	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.9
Locations:				
Twin Valley High School -	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 16	2	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	17	0.8
Locations:				
Twin Valley MS -	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	11 to 11	1	0.1
Locations:				
Twin Valley MS -	A Middle 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	11 to 11	1	0.1
Locations:				
Twin Valley MS -	A Middle School	A building in which General		

	Building	Education programs are operated		
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Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	14	1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in Location/Building name (change in teacher's initials)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 10	5	1
Justification: Life Skills Support - Due to the needs of these students, it is appropriate to go beyond the recommended age range.				
Locations:				
Robeson EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	7 to 7	1	0.1
Locations:				
Robeson EC -	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 10	13	0.8
Justification: Robeson EC serves students in grades K through 4. The special education teachers work with students in all grades, therefore, it is not uncommon for them to work with students in various grades on the same caseload.				
Locations:				
Robeson EC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 5	1	0.1
Locations:				
Robeson EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in Location/Building name (change in teacher's initials), change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	0.8
Justification: Due to co-teaching at the Elementary Level, teachers may service students on their caseloads from grades Kindergarten through Grade 4.				
Locations:				
Robeson EC -	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	7 to 7	1	0.2
Locations:				
Robeson EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in Location/Building name (change in teacher's initials), change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	2	0.2

Justification: Twin Valley EC serves students in grades K through 4, and the special education teachers work with students in all grades. Therefore, it is not uncommon for them to work with both a kindergarten student and a 4th grade student on the same caseload.

Locations:				
Twin Valley EC -	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	6 to 6	1	0.1
Locations:				
Twin Valley EC	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	6 to 9	6	0.7
Locations:				
Twin Valley EC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.7
Locations:				
Twin Valley EC -	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	10 to 10	1	0.1
Locations:				
Twin Valley EC	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%)	Blind or Visually Impaired Support	9 to 9	1	0.2
Locations:				
Twin Valley EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	11	1
Justification: Honey Brook EC serves students from kindergarten through grade 4. The special education teachers work with students in all grades and therefore it is not uncommon for them to work with students with an age range of greater than three years on the same caseload.				
Locations:				
Honeybrook EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in Location/Building name due to change in teacher's initials

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	1
Justification: Honeybrook EC serves students in grades K through 4. Therefore, special education teachers that work with all grades regularly work with students on their caseloads that are in kindergarten up to 4th grade.				
Locations:				
Honeybrook EC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 8	2	0.5
Justification: Honeybrook EC serves students from kindergarten through grade 4. The special education teachers work with students in all grades and therefore it is not uncommon for them to work with both a kindergarten student and a 4th grade student on the same caseload.				
Locations:				
Honeybrook EC -	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	4	0.4
Justification: Life Skills Support teacher - due to the needs of these students, the class spans more than the recommended age range.				
Locations:				
Honeybrook EC -	An Elementary 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	6 to 6	1	0.1
Locations:				
Honey Brook EC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in IU caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.1
Locations:				
Twin Valley School District -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.9
Locations:				
Twin Valley HS -	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	14 to 14	1	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload (level of support)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.9
Justification: Due to option of deferring diploma, age range may exceed four years				
Locations:				
Twin Valley HS -	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 16	2	0.1
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload (type and amount of supports)**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	2	0.2
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	15 to 15	1	0.1
Locations:				
Twin Valley HS - SK	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	16 to 20	3	0.2
Locations:				
Twin Valley HS - SK	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	18 to 18	1	0.1
Locations:				
Twin Valley High School	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	13 to 19	6	0.4
Justification: Due to co-taught classes, it is possible for a high school case manager to have students in different grades (and ages beyond the recommended span) on his or her caseload.				
Locations:				
Twin Valley HS - SK	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.1
Locations:				
Twin Valley HS - HO	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	15 to 19	2	0.2
Locations:				
Twin Valley HS - HO	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	14 to 18	4	0.1

Locations:				
Twin Valley HS -	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 20	11	0.3
Justification: Due to students staying additional years in school through the banking of the Diploma, caseloads may include students outside of the age range.				
Locations:				
Twin Valley HS -	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	16 to 19	3	0.2
Locations:				
Twin Valley HS -	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%)	Life Skills Support	20 to 20	1	0.1
Locations:				
Twin Valley HS -	A Senior High 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	Emotional Support	15 to 17	2	0.15
Locations:				
Twin Valley HS -	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	11	0.85
Locations:				
Twin Valley HS -	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.35
Locations:				
Twin Valley MS -	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	10 to 11	6	0.5
Locations:				
Twin Valley MS -	A Middle 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	10 to 10	1	0.15
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload (level of support)

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	22	0.9
Locations:				
Twin Valley MS -	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	13 to 13	1	0.1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Change in caseload (type of support)

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 12	2	0.2
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	14	0.8
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 7	2	0.1
Locations:				
TVEC -	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.1
Locations:				
TVEC -	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	7	0.7
Locations:				
TVEC -	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	8 to 8	1	0.1
Locations:				
TVEC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS**

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	17	0.8
Locations:				
TVMS -	A Middle 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	11 to 12	2	0.2
Locations:				
TVMS -	A Middle School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 8	1	0.1
Locations:				
HBEC -	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	7 to 7	1	0.1
Locations:				
HBEC -	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 10	4	0.6
Justification: Due to co-taught classes, it is possible for a teacher to have an age range greater than 3 on his or her caseload.				
Locations:				
HBEC -	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	9 to 9	1	0.2

Locations:				
HBEC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 24, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.1
Locations:				
REC -	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 10	11	0.9
Justification: Due to co-taught classes, it is possible for a teacher to have students on his or her caseload with ages beyond the recommended age range.				
Locations:				
REC -	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	4	0.8
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	3	0.2
Locations:				
Twin Valley Middle School -	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	HBEC and HS	1
School Psychologist	TVEC and MS	1
School Psychologist	REC and MS	1
Paraprofessional	HS	0.86
Paraprofessional	TVHS	1
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Student Services Director	Central Office	1
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.43
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86

Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	TVEC	0.43
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Student Services Coordinator	Central Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Impaired Support	Intermediate Unit	1 Hours
Vision Support	Intermediate Unit	16 Hours
Orientation and Mobility Training	Intermediate Unit	2.6 Hours
Occupational Therapy	Outside Contractor	100 Hours
Physical Therapy	Outside Contractor	27 Hours

District Level Plan

Special Education Personnel Development

Autism

Description

Twin Valley School District provides programming for students with Autism in the least restrictive environment. Whenever possible, the Twin Valley School District provides instruction for students with Autism in his/her home school setting. When students display a higher level of need, the district partners with the Berks County Intermediate Unit and other school settings to collaboratively provide appropriate educational programming to meet the students' needs. Ongoing training for professional and support staff has been provided regarding an overview of Autism and effective instructional and behavior strategies for students identified as needing Autistic Support services.

2018-19: The Twin Valley School District will provide opportunities for instructional staff, paraeducators, administrators, related service providers, and parents to increase their knowledge and use of strategies for individuals on the Autism Spectrum by attending district or IU provided workshops, presentations, and in-service offerings. The District will update the parent resources website to disseminate information regarding upcoming workshops and presentations, research based strategies, and new information and articles on Autism.

2019-20: Twin Valley School District will continue to provide educational learning opportunities for instructional staff, paraeducators, administrators, related service providers, and parents in a continued effort to increase the knowledge and use of research based strategies for students on the Autism Spectrum. The district will continue to provide the opportunity for these individuals to attend workshops, presentations, and in-service offerings both within the district and outside the district through partners, such as the BCIU. The district will work with the Transition Coordinator and high school special education teachers to review and prepare materials and training on post-secondary opportunities for students on the Autism Spectrum.

2020-21: Twin Valley School District will continue to provide educational learning opportunities for instructional staff, paraeducators, administrators, related service providers, and parents in a continued effort to increase the

knowledge and use of research based strategies for students on the Autism Spectrum. The district will continue to provide the opportunity for these individuals to attend workshops, presentations, and in-service offerings both within the district and outside the district through partners, such as the BCIU. Additionally, through the Transition Coordinator and the Student Services Director, the district will work with community groups and organizations to develop potential mentorship opportunities that could lead to additional education, job training, or employment for students on the Autism Spectrum.

Person Responsible Student Services Director, Student Services Coordinator, Assistant Superintendent

Start Date 7/1/2018

End Date 6/30/2021

Program Area(s) Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	10
Provider	Twin Valley School District, BCIU, PATTAN
Provider Type	School Entity
PDE Approved	No
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>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 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	Series of Workshops Live Webinar Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity

Behavior Support

Description

The Twin Valley School District has a current Positive Behavior Support policy in compliance with Chapter 14 regulations for special education. All students with behavior needs have a positive behavior support plan as part of his/her IEP. Twin Valley School District believes that behavior support programs shall be based on positive behavior techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a

variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Additionally, the Twin Valley School District provides access to school and community based counseling for students identified with specific needs through Child Guidance Services at all educational levels and SAP services at middle school and high school.

2018-2019: As part of a continuing emphasis on positive behavior support across all settings within the district, Twin Valley School district will continue to provide staff relevant and informative training. Twin Valley School District will partner with the BCIU and other local resources to provide training and professional development focused on behavior support for all students. Workshops on Trauma Informed Instructional techniques will be offered at the district for staff members. Crisis teams in each building will receive 2-day Safety Care training or 1-day recertification training from on-site Safety Care Trainers. Restorative Practices professional development will be implemented.

2019-2020: New teachers and instructional aides will receive training on de-escalation techniques for use with all students. Crisis teams in each building will receive 2-day Safety Care training or 1-day recertification training from on-site Safety Care Trainers. Workshops on Trauma Informed Instructional techniques will be offered at the district for staff members. Restorative Practices professional development will be implemented.

2020-2021: Continued emphasis on Trauma Informed Instruction and de-escalation techniques will occur. The district will partner with BCIU and Lakeside Educational Network to develop trainings for staff on how to meet the needs of students in their classrooms who may suffer from trauma or neglect. Crisis teams in each building will receive 2-day Safety Care training or 1-day recertification training from on-site Safety Care Trainers. Restorative Practices professional development will be implemented.

Person Responsible	Student Services Director, Building Principals, Assistant Superintendent
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	25

Provider	Twin Valley School District, BCIU, PATTAN
Provider Type	School Entity
PDE Approved	No
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	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting

Evaluation Methods	Participant survey

Paraprofessional

Description

Special Education Paraeducators are required to have twenty hours of staff development annually. All paraeducators employed by the Twin Valley School District are required to achieve Highly Qualified Status as evidenced by meeting the Highly Qualified criteria outlined in IDEA '04 and PA Chapter 14. All paraeducators will obtain at least 20 hours of annual training as evidenced by logging 20 hours of training between July 1 and June 30th of each year by attending district/IU provided trainings.

2018-19: A needs assessment will be completed each school year to target training aligned to areas of need for the district's paraeducators. District level focus for paraeducators for the academic year will be on Co-teaching Techniques. A handbook for paraeducators will be developed in conjunction with the Student Services Department and be used during orientation of new paraeducators. Feedback surveys will be completed after the professional development activities.

2019-20: A needs assessment will be completed each school year to target training aligned to areas of need for the district's paraeducators. District level focus for paraeducators for the academic year will be on Reading Support. Feedback surveys will be completed after the professional development activities.

2020-21: A needs assessment will be completed each school year to target training aligned to areas of need for the district's paraeducators. District level focus for paraeducators for the academic year will be on Mathematics Instruction and Support. Feedback surveys will be completed after the professional development activities.

Person Responsible

Student Services Director, Assistant Superintendent, Coordinator of Teaching and Learning

Start Date

7/1/2018

End Date

6/30/2021

Program Area(s)

Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
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# of Sessions	21
# of Participants Per Session	25
Provider	Twin Valley School District, BCIU, PATTAN
Provider Type	School Entity
PDE Approved	No
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>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	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Paraprofessional</p> <p>Classified 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>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>

Evaluation Methods	Participant survey

Reading NCLB #1

Description

Twin Valley School District has developed its own Literacy Framework and Grammar Continuum based on state and common core standards. Our teachers also utilize the Lucy Calkins Units of Study in Reading as a resource on pedagogy and content in English Language Arts. Curriculum based English Language Arts assessments have been developed by our teachers through the work of curriculum committees. Additionally, we utilize the Developmental Reading Assessment (DRA) in grades K-8 to track student progress in reading.

2018-2019 - Professional development in the K-8 Lucy Calkins Units of Study in Reading and reading interventions will take place at the district and building levels. Participants will discuss reading topics, view video of reading practice, and develop plans to implement practices in their classrooms. Principals and reading specialists will coach teachers through the implementation process. Principals will conduct walkthroughs using a walkthrough template indicating evidence of implementation. Data analysis meetings will be held monthly to examine reading data and adjust instructional plans for students.

2019-2020 - Professional development in the K-8 Lucy Calkins Units of Study in Reading and reading interventions will take place at the district and building levels. Participants will discuss reading topics, view video of reading practice, and develop plans to implement practices in their classrooms. Principals and reading specialists will coach teachers through the implementation process. Principals will conduct walkthroughs using a walkthrough template indicating evidence of implementation. Data analysis meetings will be held monthly to examine reading data and adjust instructional plans for students. Students in 5th through 10th grade will utilize the STAR reading assessment to determine student need and develop instructional plans. Teachers will work together in teams to examine the student data and plan targeted implementation strategies for students.

2020-2021 - Professional development in the K-8 Lucy Calkins Units of Study in Reading and reading interventions will take place at the district and building levels. Participants will discuss reading topics, view video of reading practice, and develop plans to implement practices in their classrooms. Principals and reading specialists will coach teachers through the implementation process.

Principals will conduct walkthroughs using a walkthrough template indicating evidence of implementation. Data analysis meetings will be held monthly to examine reading data and adjust instructional plans for students. Teachers will develop personalized student reading goals based on the STAR reading assessment. Progress monitoring will take place regularly to track student growth on PA Core Reading Standards.

Person Responsible Coordinator of Teaching and Learning, Student Services Director, Student Services Coordinator

Start Date 7/1/2018

End Date 6/30/2021

Program Area(s) Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	25
Provider	Twin Valley School District, BCIU, PATTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This narrative is optional for Special Education.
Research & Best Practices Base	This narrative is optional 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>
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>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	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

Transition

Description

Twin Valley School District offers support and training to special education staff in the area of transition to ensure that all students with IEP's have appropriate transition plans and are offered a wide variety of opportunities to develop post-secondary goals that are determined by each student's IEP team. We work collaboratively with BCIU to provide support for transition services. We offer students the opportunity to experience work related internship assignments during high school. Additionally, we work closely with county agencies, and supported employment agencies in order to facilitate the development of linkages for students upon graduation. We have implemented Career Pathways and are a leader in the county with our student internship program. Every 8th grade student develops a career plan and has the

opportunity to visit local CTCs. We have implemented Career Standards from K-12 through our district's Chapter 339 Plan and fulfill the requirements of the Future Ready Index by collecting career evidence on each student from elementary through high school.

2018-19: The district will continue to work on developing vocational instruction strategies for students and will review general education classroom transition programs and opportunities for students to develop job skills. Twin Valley School District will continue to offer support and training to special education staff and parents in the area of transition to ensure that students with IEP's have appropriate transition plans and are offered a wide variety of opportunities to develop post-secondary goals as determined by each student. In conjunction with the BCIU Career Pathway's Framework, Twin Valley School District will continue to develop career readiness in our students with IEPs. Evidence of career readiness based upon state standards will be collected and monitored. Evidence gathered will include: 6 pieces of evidence in 8th grade (including career plan) and an additional 8 pieces of evidence by 11th grade.

2019-2020: The High School Administrative Team in conjunction with the Student Services Department will continue to look at ways to maximize learning opportunities for transition and functional skills within the general education curriculum. Attention will be paid to English and Financial Literacy classes in an effort to ensure that students enrolled in those classes are being offered relevant transition and job related skills to support their transition plans within the district. In conjunction with the BCIU Career Pathway's Framework, Twin Valley School District will continue to develop career readiness in our students with IEPs. Evidence of career readiness based upon state standards will be collected and monitored. Evidence gathered will include: 6 pieces of evidence in 8th grade (including career plan) and an additional 8 pieces of evidence by 11th grade.

2020-21: Twin Valley School District will continue to provide refresher trainings on a regular basis for Middle and High School teachers in the areas of transition. These areas include Indicator 13 Guidelines, grid completion, outside agency resources, post-secondary resources and IU resources. The district's goal is to provide as much information as possible to parents in order to help facilitate a team approach to improving education for student's with IEPs in the Twin Valley School District. The high school internship coordinator will work with the Transition Coordinator to arrange workplace opportunities for students with IEPs according to their career plan and IEP goals. In conjunction with the BCIU Career Pathway's Framework, Twin Valley School District will continue to develop career readiness in our students with IEPs.

Evidence career readiness based upon state standards will be collected and monitored. Evidence gathered will include: 6 pieces of evidence in 8th grade (including career plan) and an additional 8 pieces of evidence by 11th grade.

Person Responsible Student Services Director, Principals, Assistant Superintendent
Start Date 7/1/2018
End Date 6/30/2021
Program Area(s) Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	9
# of Participants Per Session	12
Provider	Twin Valley School District, Berks County IU
Provider Type	School Entity
PDE Approved	No
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>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 leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

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