

Profile and Plan Essentials

LEA Name		AUN
Lower Moreland Township SD		123464603
Address 1		
2551 Murray Ave		
Address 2		
City	State	Zip
Huntingdon Valley	PA	19006
Director of Special Education Name		
Frank Giordano		
Director of Special Education Email		
fgiordano@lmtsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
215-938-7426		
Chief Administrator Name		
Dr Scott Davidheiser		
Chief Administrator Email		
sdavidheiser@lmtsd.org		

Special Education Students

Total Number of Students Receiving Special Education 355

School District Total Student Enrollment 2618

Percent of Students Receiving Special Education 13.6

Steering Committee

Name	Position/Role	Building	Email
Frank Giordano	Director of Special Education	Lower Moreland Township SD	fgiordano@lmtsd.org
Julie O'Malley	Other	Lower Moreland Township SD	jomalley@lmtsd.org
Julien Drennan	Director of Curriculum	Lower Moreland Township SD	jdrennan@lmtsd.org
Alana Moorhead	Special Education Teacher	Murray Avenue Sch	amoorhead@lmtsd.org
Michael Berardi	Board Member	Lower Moreland Township SD	mberardi@lmtsd.org
Dr. Tina Mollett	Other	Lower Moreland Township SD	tmollett@lmtsd.org
Dr. Scott Cole	Building Principal	Pine Road El Sch	scole@lmtsd.org
Dr. Scott Davidheiser	Superintendent	Lower Moreland Township SD	sdavidheiser@lmtsd.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

While the district is not currently the host district for a 1306 facility, if it were, the district would act in the capacity of a typical Local Educational Agency. Through coordination with the student's home district, the district would review the educational records, Evaluation/Reevaluation Reports, Individualized Education Program (IEP), etc. to determine the strengths and needs of the student. At an IEP meeting with the home district, the 1306 district, and the 1306 facility, a new IEP would be developed to indicate the placement in the 1306 facility, determine an educational placement for the student (whether it is at the facility, a district operated program, or at another location), refer the student to that alternative location, schedule transportation to the educational location, and issue a Notice of Recommended Educational Placement to the family. To ensure financial responsibility the district would issue a form 4065 (District of Determination) to the home district and submit to the state. As long as the student remains in the 1306 facility the district would act as the de facto LEA and continue to revise and renew the IEP accordingly.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The district would maintain an open line of communication with the 1306 facility and with the alternative schooling location to ensure that the IEP is being followed and to monitor progress toward the goals in that IEP. As the LEA, the district would attend annual IEP meetings and, once criteria for return to the home school have been met, as set by the referring agency, the district would schedule an IEP meeting to discuss the transition process and steps necessary to support the student's return to the home district.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

No

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

Least Restrictive Environment

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

The District continues its commitment to providing programming for our students of special education within the regular education environment. An inclusive teaching initiative was begun at our elementary school, Pine Road School, during the 2016-2017 school year, using a five-year plan as a guide, and has met with success. The district has, in the past (prior to the 2016-2017 school year), been found to be below the state average for students included in regular education for 80% of the day or more, and through a deeper dive into the school district data, it was determined that the root cause of this was the design of our special education services at the elementary level. As of the 2023-2024 school year, even given the interruption caused by the pandemic, Pine Road now has fully implemented partner-teaching in grades K-5 and the initiative has allowed the district to maintain students in the general education environment in greater percentages than we ever have. The district also continues its inclusive practices through our middle and high school and students with IEPs are only pulled out for direct instruction for reading and math as needed. As per the Special Education Data Report for the 2022-2023 school year the district's percentage of students educated in the general education environment for more than 80% of the day is 66.3%, which is above the state average and is an increase from 61% in 2017; and the percentage of students educated in the regular education environment for less than 40% of the day has shrunk to 5.8% which is decrease from 9.9% in 2017, and also outperforms the state average. With additional supports in place in the general education classroom the numbers of students pulled into special education classrooms for direct instruction has decreased substantially.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

In our special education settings we utilize a variety of interventions including the intensive intervention program that accompanies the District's core reading curriculum (Wonderworks), Read 180, Wilson Reading, Foundations, Heggerty Phonics, Connecting Math Concepts, Just Words, Leveled Literacy Intervention from Fountas and Pinnell, Early Interventions in Reading, and intervention programs such as iReady to supplement the District's core math programs(GoMath and Carnegie Math) as well as teacher created materials. The District also utilizes the Second Step program for direct instruction in coping strategies and implementation of self-regulation strategies. WhyTry and Skillstreaming are also used in our Emotional support programs for further reinforcement of social skills. In our special education resource rooms we utilize the SMARTS program to instruct students directly in executive functioning skills. It is the aim of the District to remove students from the regular education environment only when the IEP team decides that the student requires replacement or supplemental instruction in order to acquire skills in which he or she may be deficient. To this end the Office of Student Services has made it a priority to train, and provide continuous support in the area of Progress Monitoring for teachers of special education. This, combined with a continued focus on the development of specific IEPs based upon accurate identification of students' present levels of functioning, continued professional development in co-teaching, utilization of the Supplementary Aids and Services Toolkit, essentialization of content for learners with complex needs in the general education environment, and differentiation of instruction will enable us to continue to maintain a majority of our special education students in the regular education environment and make frequent, informed, and impactful instructional decisions both academic and social/emotional based. The social and emotional learning and health of our students is of the utmost priority in Lower Moreland Township School District . Most recently, even before the onset of the global pandemic, the District has undertaken a trauma informed instruction initiative to provide training to all District staff in the effects of trauma on the developing brain and to provide practical strategies for addressing those needs in the classroom as a part of universal lesson design. That initiative continues today and is continually revised and tweaked to meet the needs of our students and

staff. Our emotional support programs have taken the lead on providing social skills training and instruction to our students who are in need of such skill development and our emotional support case managers provide such supports and instruction to students both on their caseloads and not. A service we have had for many years is the opportunity for IEP teams to refer students to receive the services of our School Based Counselor. This person provides additional counseling opportunities for students in need of such services, above and beyond the typical services found in IEPs. On a regularly scheduled basis students attend sessions with the counselor to work on skills related to social/emotional based IEP goals that are then monitored for progress. Additionally, a very vibrant Student Assistance Program exists to allow for the referral of students who may be experiencing difficulty with mental health or substance abuse issues. With the funds the District was provided through pandemic relief legislation we were able to add two Student Support Counselors to our staff at Murray Avenue School and at Pine Road School. These two individuals act in the capacity of mental health counselors for students who are having difficulty successfully re-engaging in the school environment as we have returned to full time schooling following the upheaval and disruption to learning of the last two school years. These two individuals have been able to schedule regular daily or weekly appointments with students who require supports to get through their day or to provide supports with re-engaging with peers after being separated from them for so long. With continued grant opportunities the district has been able to maintain the support of these counselors. All of our buildings utilize some form of Instructional Support Team process to intervene when students are displaying signs of difficulty either academically, behaviorally, or emotionally. At Pine Road School the Instructional Support Team process continues to be essential to providing pre-referral supports and has been supported fully by the building administration and the position of IST Coordinator has now been maintained for the last several years. At Murray Avenue School the Instructional Support Team functions as the method of intervention and monitoring of student progress and renewed emphasis has been placed on documenting those interventions and their success, or lack of, before a student can move to the referral process. At Lower Moreland High School the Child Study Team serves this function. The goal, throughout the process at all of our schools, is to intervene when students need it, collect data, and make instructional decisions before even considering referring a student for an evaluation to determine their need for specially designed instruction.

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

The District has continued to maintain its capacity to deliver specially designed instruction to students in the Least Restrictive Environment to the maximum extent appropriate. To this end we are currently able to staff one Learning Support teacher at each grade level from kindergarten through twelfth grade. Coupled with the provision of Emotional Support programming at the elementary, middle, and high school levels, Life Skills Support programming at the elementary, middle, and high school levels, and an Autistic Support program at all of our buildings this allows the District to meet the needs of an even larger segment of our special needs population without the need for referrals to alternative placements. These programs are supplemented by 70 Paraprofessionals, including 7 Personal Care Assistants who provide additional adult supports both in the special education and the regular education settings. Our Paraprofessionals are provided with training toward their required twenty hours per year either in-district or through agencies such as the Montgomery County Intermediate Unit or PaTTAN in order to enable them to function at the peak of their abilities. To assist building staff in the management of troublesome behaviors for particular students we contract with an outside agency to provide a Board Certified Behavior Analyst for support in assessing behaviors and the development of Functional Behavior Assessments and Positive Behavior Support Plans, as well as direct support for students as dictated by their IEPs. This often occurs in support of students in the general education setting. The District continuously reviews its practices for

scheduling students of special education and for utilizing supplementary aids and services in all buildings to allow for greater inclusionary opportunities. Supplementary aids and services currently used include the use of Paraprofessionals to provide additional adult support for included students, the use of reading and math specialists to provide supports in regular education settings for those students in need of such supports, and the use of intervention programs in both special and regular education classrooms to allow for greater participation by students of special education. The District also continues to review the IEP writing practices of teachers of special education to ensure that students are being appropriately and accurately assessed to allow for more specificity in Present Levels of Education. This has been coupled with an increase in the intensity of professional development in the areas of goal writing, data collection and essentialization of curriculum. If a student is referred, tested, and found to be in need of special education services the ensuing IEP meeting will focus, first and foremost, on how we can support the student in the regular education environment by providing appropriate accommodations and/or modifications and supplementary aids and services. The collaborative effort of the special and regular educators, parents, and administrators results in the best plan to meet the needs of the students. The majority of our students of special education continue to be served in the regular education environment with limited pullout services.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.

If a student with special needs has the desire to participate in extracurricular activities, that participation is encouraged and supported in every way possible. First and foremost to making such participation a success is the provision of supports that are outlined in the IEP and ensuring that the student can participate in extracurriculars while receiving accommodations deemed appropriate by the IEP team, including the parents. When a student with an IEP indicates the desire to participate in an extracurricular activity, the IEP team will consider what items of accommodation included in the IEP will need to be provided while participating in an activity and ensure that the proctor of the activity is aware and can implement the accommodation with fidelity. When our students with special needs participate in extracurricular activities the District most often provides such accommodations as wait time, preferred seating, cueing for attention, the provision of a Positive Behavior Support Plan, and a Personal Care Assistant. The use of a Personal Care Assistant, if required by the student's IEP has been a tremendously successful accommodation during extracurricular activities that has allowed some of our students with the most complex needs to successfully participate with their peers.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

When a student is placed alternatively the District strives to place the student in an environment that includes non-disabled students, if appropriate. When an IEP team reaches the conclusion that a student requires an alternative placement based upon need, the Office of Student Services will make referrals to placements that are considered general education placements that serve students with special needs. If such a placement is not able to be obtained due to the extent of the student's needs then referrals will be made to more exclusionary facilities that are equipped to support the student in question. Any student who has been placed via the IEP at an alternative placement is still considered a district student and is given every opportunity to participate in District facilitated extracurricular activities. When a student is placed alternatively a representative from the Office of Student Services is assigned as the LEA Representative at IEP meetings and acts as the liaison between the parents and the alternative placement. It is the responsibility of that representative to ensure that the student has an

opportunity to participate in extracurriculars and is provided with all necessary information regarding registering for such activities, including tryouts for any athletic teams. Transportation will be arranged as necessary for participation in after school clubs, practices, and competitions.

6. Discuss the district’s need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The success of programs like our Life Skills Support, Emotional Support, and Autistic Support programs has enabled the District to maintain in-district support for our most fragile students. In order to meet the needs of our students with autism who, historically, were placed out of District, a program for middle school students that operates under the Applied Behavioral Analysis (ABA) umbrella was developed and began operation in the 2015-2016 school year. That program has now moved to our high school and we have added an elementary program under the ABA umbrella as well. This enabled the District to return students from out-of-district placements to the Least Restrictive Environment of their home school. Since the development of that program, and due to the need presented by incoming Early Intervention students, the ABA-based program at the elementary school now serves eight students. Our students identified as in need of Life Skills Supports and Emotional Supports are able to be maintained in-district as we have continued to fine tune our programs for both classifications of students. With the addition of a Board Certified Behavior Analyst (BCBA) and Registered Behavioral Technicians (RBTs) to our staff from outside agencies behavior consultation now occurs regularly and potential referrals to alternative placements have been avoided and behaviors remediated to allow students to remain in their home schools. Recent focus has been placed on the development of Functional Behavioral Assessments to refine the development of Positive Behavior Support Plans and on the training of staff through the use of RBTs to build capacity to meet the ever growing and demanding need of our student population. As we move forward the need for continued mental health and behavioral supports will drive discussions regarding the evolution of our special education programming, especially in the area of emotional support, to continue to meet the needs of our students in District programs to avoid alternative placement.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lifeworks School	Licensed Private Academic		Foundations Behavioral Health	Autistic Support	1
Comprehensive Learning Center	Licensed Private Academic		Comprehensive Learning Center	Autistic Support	1
Springtime School	Licensed Private Academic		Potential, Inc	Autistic Support	1

Samuel Everett School	Other	Public Separate Facility/Non-Residential	Bucks County Intermediate Unit	Life Skills Support	1
Nexus School	Licensed Private Academic		The Nexus School	Autistic Support	1
Timothy School	Licensed Private Academic		The Timothy School	Autistic Support	1
Melmark Day School	Licensed Private Academic		Melmark	Autistic Support	1
Thomas Fitzwater Elementary	Other	Public School	Montgomery County Intermediate Unit	Multiple Disabilities Support	2
New Hope Academy	Licensed Private Academic		New Hope Academy	Emotional Support	1

Positive Behavior Support

Date of Approval

2008-11-18

Uploaded Files

Policy 113.1.pdf

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

In addition to positive behavior strategies, programs and plans, School Counselors and Community Counselors discuss interventions in each building's Instructional Support Team and Child Study Team meetings that occur weekly throughout the District. Student Assistance Programs (SAP) also add supports to students who are struggling with behaviors in school and in the community. The District employs a School Based Counselor to provide counseling sessions to students with IEPs who require specific, goal-based instruction in coping strategies, peer relations, and anxiety reduction at the middle and high school levels. Through the involvement of the District's two, privately contracted Student Support Counselors the daily needs of students with and without IEPs who require emotional supports to get through the school day are met. This service was implemented using American Rescue Plan funds and has continued as grant funds have been made available through school safety and other local mental health based grants. The District routinely refers students to the various community mental health resources through the SAP process to assist in the obtainment of mental health supports for the home and for school as well as application for Medical Assistance and an ACCESS card. To further support the social/emotional needs of our students with disabilities intervention and direct instruction programs such as "Skillstreaming" (K-12), "Focus on Social and Emotional Learning" (K-5), "Second Step" (K-8), SMARTS Executive Functioning program (K-12), and Why Try (9-12) are provided regularly during scheduled intervention periods with special education case managers. The District utilizes the services of a contracted consulting psychiatrist to perform evaluations of students who are displaying extreme mental health needs not able to be served by counseling or through supports from our School Psychologists. In the case of students who are presenting as a risk to themselves or others the School Counselors, with the support of building administration and the School Psychologists facilitate the District's Risk Assessment protocols. A Risk Assessment is completed by the team to try to determine immediate and future needs of the child, if the risk is substantial or not, and whether or not a Multiple Disciplinary Evaluation is necessary to determine the need for additional supports. If the District is notified that a student has been admitted to a mental health facility, contact is then made (with parental consent) with the facility to prepare for the student's eventual discharge and re-entry to school. This contact includes an interface with our consulting psychiatrist as part of the team. Part of this planning process will also include a Multi-Disciplinary Evaluation to determine if the student requires specially designed instruction upon return. In addition to the supports noted the district continues to make Staff available to meet with students as needed and to conduct relationship building activities in an attempt to create meaningful relationships between staffs and students.

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 utilizes the philosophy of Non-Violent Crisis Intervention and trains staff through the Crisis Prevention Institute (CPI) as presented by the Montgomery County Intermediate Unit Office of Professional Learning. This training is held as needed, but no less than yearly, to train

select staff members in the use of de-escalation strategies and, as a last resort, physical restraint (as indicated in students' IEPs). Each school building has identified a Crisis Intervention Team that responds to emergencies in the school setting that require the use of de-escalation tactics. Most often the staff trained are those who work in classrooms that serve our most complex learners such as Autistic Support and our Emotional Support programs. Additional building staff are trained to ensure a comprehensive team is available in the event of multiple incidents and to ensure that staff can be cycled out if needed during prolonged incidents. New/initial training is held each year for new staff or staff new to Crisis Intervention Teams, as well as recertification of previously trained staff. In addition to CPI training the District utilizes its Board Certified Behavioral Analyst and Registered Behavior Technicians to train staff as needed on behavior intervention strategies for students who are identified as having special needs as well as students in the pre-referral process as well as train staff in general to provide a base of strategies for classroom management. Our aim is to build capacity as much as possible to proactively address behavior difficulties.

3. Describe the district positive school wide support programs.

Each school in our District is engaged in some sort of positive school wide support program. Pine Road School implements the "Pine Road Proud Pillar Recognition" program. The school incorporates 4 pillars of character into the daily fabric of the school (Kindness, Responsibility, Honesty, Respect). One pillar is focused on per marking period. A Positive Behavior Support Matrix is utilized by all staff to recognize students who demonstrate qualities associated with the pillar during the marking period. Students are recognized by letters home, being given a certificate, and being recognized at the assembly to celebrate that particular pillar. "Positive Paws" are also given out anywhere on school grounds to recognize students for making good choices. Paws can be turned in for book tokens redeemed at the school's book vending machine. At the end of each month the class with the most "Paw Points" receives extra recess with building administration. Murray Avenue School utilizes a code of conduct that is reinforced by monthly town hall meetings where the code is reinforced. Lessons are provided in classes in relation to specific needs based upon building data using programs such as "No Place for Hate" or anti-bullying programs. The building has implemented various components of the Olweus anti-bullying program for many years and continues to implement that program in various ways both proactively and as needed. The Instructional Support Team at Murray Avenue implements interventions for students experiencing behavioral difficulties and implements positive behavioral supports accordingly. At Lower Moreland High School two systems of positive behavior support are utilized: Student of the Month recognition and late arrival/early release privileges. Student of the month recognition is given every month at School Board meetings to students nominated by their teachers for exemplifying good behavior, involvement in school activities, good citizenship, respectful attitude, and various other positive traits. Late arrival/early release privileges are awarded to 11th and 12th graders who have demonstrated satisfactory attendance and academic achievement, good citizenship, and a discipline record void of major Code of Conduct violations. All three schools participate in the Student of the Month program at least one student from each building is honored as such at each public School Board meeting.

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

The District employs a Community Counselor at our middle and high schools. This position serves the needs of both identified and non-identified students and the individuals are available for regularly scheduled appointments as well as drop-ins. We also utilize a School Based Counselor to provide supports through counseling sessions for students who are experiencing an increased need, beyond what our Community Counselors and Emotional Support staff can provide. The support consists of regularly scheduled counselor visits, typically no less than once per week, to work on specific goals as identified through the student's IEP. Since the return to school following the pandemic the district has utilized the services of two Student Support Counselors provided by an outside agency to provide additional mental health counseling supports

through a clinical model. Services are provided individually and in small groups on a regularly scheduled basis. At all of our schools we utilize the supports of our BCBA to train staff and specific teams of teachers on behavioral intervention strategies. We also rely heavily on our Occupational Therapist to train staff on the use of sensory integration strategies to support self-regulation and the use of programs such as "Zones of Regulation." A sensory integration room as well as a student break room has been established at our elementary school for use by students who are either in distress or who require regularly scheduled sensory intervention.

5. Describe the district restraint procedure.

In certain instances the need for the potential physical restraint of a student will be addressed via the IEP. If necessary, in the most extreme cases, an IEP team may deem it necessary to include the possible use of restraints if/when a student becomes a danger to themselves or others. In such an instance restraints will only be used as a last resort after all other forms of de-escalation are utilized. The District also notifies the parents of the child whenever restraints are used to control aggressive behavior and convenes a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. Each school in the District has a team of teachers and personnel trained in Crisis Prevention Intervention strategies. This provides teachers with strategies to intervene and attempt to de-escalate a student who is becoming aggressive or threatening to become aggressive. The District currently uses the Montgomery County Intermediate Unit to deliver non-violent crisis prevention training to those staff identified by building administration as the most appropriate to receive the training. This training is provided during the summer months and during the school year as needed. Refresher trainings are provided on a rolling basis every year.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The District currently has one student placed on Instruction in the Home. The student recently underwent a major surgery and is physically unable to attend school. Since the condition is not temporary and the confinement to the home will be long standing the IEP team made the decision to change the placement to Instruction in the Home rather than Homebound Instruction. The team felt that the placement changed allowed the IEP team to be more flexible in the offering of educational services than is provided by the limitations associated with Homebound Instruction. This decision was made after much discussion with the family and with the family's complete agreement.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MAAS6/7/8	Secondary	Full-time (1.0)	04/11/2024 12:34 PM

Building Name		
Murray Avenue Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 14
Age Range Justification		FTE %
		0.38

Building Name		
Murray Avenue Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 12
Age Range Justification		FTE %
		0.33

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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PRLS2	Elementary	Full-time (1.0)	04/10/2024 03:05 PM
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Building Name		
Pine Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MALS7	Secondary	Full-time (1.0)	04/10/2024 03:35 PM

Building Name		
Murray Avenue Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %

	0.24
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSES10-12	Secondary	Full-time (1.0)	04/11/2024 01:09 PM

Building Name		
Lower Moreland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.28

Building Name		
Lower Moreland HS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP1	Elementary	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Pine Road El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		32
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
This is a Speech Support position. The Therapist has a caseload that covers grades K-4 but does not group students together outside of their grade levels.		0.49

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS4	Elementary	Full-time (1.0)	04/10/2024 03:13 PM

Building Name
Pine Road El Sch
Support Type
Learning Support
Support Sub-Type

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL11/12	Secondary	Full-time (1.0)	04/11/2024 12:48 PM

Building Name		
Lower Moreland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRES/AS	Elementary	Full-time (1.0)	04/10/2024 02:37 PM

Building Name

Pine Road El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.5

Building Name		
Pine Road El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HI1	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

Building Name		
Pine Road El Sch		
Support Type		

Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.04

Building Name		
Murray Avenue Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

Building Name		
Lower Moreland HS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %

0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRAS/LSS2	Elementary	Full-time (1.0)	04/10/2024 02:49 PM

Building Name		
Pine Road El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.62

Building Name		
Pine Road El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS1	Elementary	Full-time (1.0)	04/10/2024 02:50 PM

Building Name		
Pine Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSLSS/AS	Secondary	Full-time (1.0)	04/11/2024 01:25 PM

Building Name		
Lower Moreland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5

Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.62

Building Name		
Lower Moreland HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 20
Age Range Justification		FTE %
This caseload contains two post-secondary students who have elected to stay until age 21. Students placed in a class with students outside the legally mandated age range have a statement indicating such in their IEPs, which is approved via NOREP.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MAES/AS6\7/\8	Secondary	Full-time (1.0)	04/10/2024 03:53 PM

Building Name	
Murray Avenue Sch	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load

Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.22

Building Name		
Murray Avenue Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSAS	Secondary	Full-time (1.0)	04/11/2024 01:16 PM

Building Name		
Lower Moreland HS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 20
Age Range Justification		FTE %
We recently has a student move into the district with an IEP that indicated ABA programming as an 8th grader. The district does not currently have an ABA program at our middle school; therefore, the student has been placed in our high school Autistic Support classroom sincere will be transitioning there next year anyway. We only have one ABA classroom in our high school, and all students are staying until 22.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL59	Secondary	Full-time (1.0)	04/11/2024 12:41 PM

Building Name	
Lower Moreland HS	
Support Type	
Learning Support	
Support Sub-Type	
Learning Support	
Level of Support	Case Load
Itinerant (20% or Less)	11
Identify Classroom	Classroom Location Age Range
School District	Secondary 14 to 16
Age Range Justification	FTE %
	0.22

Building Name	
Lower Moreland HS	
Support Type	
Learning Support	
Support Sub-Type	

Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MALS6	Elementary	Full-time (1.0)	04/10/2024 03:28 PM

Building Name		
Murray Avenue Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
VI1	Multiple	Part-time (0.5)	07/27/2023 02:17 PM

Building Name

Pine Road El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 10
Age Range Justification		FTE %
This is a Blind and Visually Impaired related service position which covers grades K-5 in the same building but does not group students outside of their grade level.		0.04

Building Name		
Murray Avenue Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSL10	Secondary	Full-time (1.0)	04/11/2024 12:45 PM

Building Name		
Lower Moreland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 17
Age Range Justification		FTE %
		0.24

Building Name		
Lower Moreland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 16
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRAS1	Elementary	Full-time (1.0)	04/10/2024 02:27 PM

Building Name		
Pine Road El Sch		

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	
School District	Elementary	
Age Range Justification		FTE %
This is a classroom operated under the umbrella of Applied Behavioral Analysis and services all of the students with such needs in the building. Students typically remain in the placement until they are able to transition safely to one of our other buildings.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLSK	Elementary	Full-time (1.0)	04/10/2024 03:21 PM

Building Name		
Pine Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS3	Elementary	Full-time (1.0)	04/10/2024 03:08 PM

Building Name		
Pine Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 8
Age Range Justification		FTE %
		0.18

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MSLSS6/7/8	Secondary	Full-time (1.0)	04/10/2024 04:18 PM

Building Name		
Murray Avenue Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14

Age Range Justification	FTE %
	0.17

Building Name		
Murray Avenue Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 15
Age Range Justification		FTE %
		0.3

Building Name		
Murray Avenue Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP3	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pine Road El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
This is a Speech Support position. The Therapist has a caseload that covers grades K-5but does not group students together outside of their grade levels.		0.57

Building Name		
Lower Moreland HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.28

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HLSAS 9-12	Secondary	Full-time (1.0)	04/11/2024 12:57 PM

Building Name		
Lower Moreland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Lower Moreland HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.05

Building Name		
Lower Moreland HS		
Support Type		
Autistic Support		
Support Sub-Type		

Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRAS/LSS1	Elementary	Full-time (1.0)	04/10/2024 02:43 PM

Building Name		
Pine Road El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.15

Building Name		
Pine Road El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load

Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
HSES9/10	Secondary	Full-time (1.0)	04/11/2024 01:12 PM

Building Name	
Lower Moreland HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	18
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MALS8	Secondary	Full-time (1.0)	04/16/2024 03:11 PM

Building Name	
Murray Avenue Sch	
Support Type	

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.18

Building Name		
Murray Avenue Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SP2	Multiple	Full-time (1.0)	07/27/2023 02:17 PM

Building Name		
Pine Road El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 9
Age Range Justification		FTE %
This is a Speech Support position. The Therapist has a caseload that covers grades K-5 but does not group students together outside of their grade levels.		0.25

Building Name		
Murray Avenue Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 11
Age Range Justification		FTE %
		0.23

Building Name		
Murray Avenue Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 13

Age Range Justification	FTE %
	0.2

Building Name		
Lower Moreland HS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 16
Age Range Justification		FTE %
		0.06

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
PRLS5	Elementary	Full-time (1.0)	04/10/2024 03:18 PM

Building Name		
Pine Road El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

Special Education Facilities

Building Name		Room #
Murray Avenue Sch		308
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2022-05-04		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		33
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 23 feet, 0 inches	230sqft	8
Implementation Date		
2022-05-04		
Uploaded Files		

2Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		10
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 39 feet, 0 inches	975sqft	34
Implementation Date		
2022-05-04		
Uploaded Files		

3Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Murray Avenue Sch		211A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
9 feet, 0 inches x 14 feet, 0 inches	126sqft	4
Implementation Date		
2022-05-04		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		15
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 39 feet, 0 inches	858sqft	30
Implementation Date		
2022-05-04		

Uploaded Files

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-04		
Uploaded Files		

6 Assurance Check

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

The location of the class has been maintained for at least 3 school years.		No
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Building Name		Room #
Pine Road El Sch		37
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 21 feet, 0 inches	462sqft	16
Implementation Date		
2022-05-04		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Murray Avenue Sch		311
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 29 feet, 0 inches	812sqft	29
Implementation Date		

2022-05-04
Uploaded Files

8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		114
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-04		
Uploaded Files		

9 Assurance Check

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

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		39
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
44 feet, 0 inches x 24 feet, 0 inches	1056sqft	37
Implementation Date		
2022-05-04		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Murray Avenue Sch		317
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
27 feet, 0 inches x 29 feet, 0 inches	783sqft	27

Implementation Date
2022-05-04
Uploaded Files

11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		41
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
17 feet, 0 inches x 13 feet, 0 inches	221sqft	7
Implementation Date		
2022-05-04		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	

The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		25
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
12 feet, 0 inches x 21 feet, 0 inches	252sqft	9
Implementation Date		
2022-05-04		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Murray Avenue Sch		208
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom

29 feet, 0 inches x 28 feet, 0 inches	812sqft	29
Implementation Date		
2022-05-04		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Pine Road El Sch		93
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 22 feet, 0 inches	682sqft	24
Implementation Date		
2022-05-04		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Murray Avenue Sch		109
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 29 feet, 0 inches	841sqft	30
Implementation Date		
2022-05-04		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Lower Moreland HS	304
School Building	Building Description
	A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2024-04-16		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lower Moreland HS		104
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2024-04-16		
Uploaded Files		

18Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	

The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lower Moreland HS		106
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2024-04-16		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name	Room #
Lower Moreland HS	212
School Building	Building Description

		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
56 feet, 0 inches x 27 feet, 0 inches	1512sqft	54
Implementation Date		
2024-04-16		
Uploaded Files		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lower Moreland HS		228
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2024-04-16		
Uploaded Files		

21Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Lower Moreland HS		232
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 27 feet, 0 inches	756sqft	27
Implementation Date		
2024-04-16		
Uploaded Files		

[22Assurance Check](#)

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Special Education Support Services

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Other	1	District Wide	District
School Psychologist	1	Secondary	District
School Psychologist	1	Elementary	Contractor
School Psychologist	.5	Elementary	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Behavior Specialist	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	5	Secondary	District
Other	2	Secondary	Contractor
Paraprofessionals	39	Elementary	Contractor
Paraprofessionals	26	Secondary	Contractor
Paraprofessionals	1	Secondary	District
School Psychologist	1	District Wide	Contractor
Other	1	District Wide	Contractor
Other	2	District Wide	Contractor
Paraprofessionals	1	Elementary	District

Special Education Personnel Development

Autism

Description of Training			
Structured Teaching (TEACCH)-autism characteristics and instructional strategies			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2024	
Hours Per Training	Number of Sessions	Provider	Audience
21	3.5 days	Intermediate Unit	Special Education Teachers

Description of Training			
Autistic Support Program Development-Ongoing and individually tailored professional development focused on the continued development, vision building, and vertical integration go the district's autistic support programs.			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5-7 sessions	Intermediate Unit Other	General Education Teachers Special Education Teachers

Positive Behavior Support

Description of Training	
Crisis Prevention Institute-Non-violent Crisis Prevention Training: Yearly (at a minimum) training for select staff in non-violent de-escalation strategies and physical restraint training. These trainings are to certify new staff and rectify previously trained staff.	
Lead Person/Position	Year of Training
Frank Giordano/Director of Student Services	2025

		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	2	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Trauma Informed Teaching Training-various topics related to universally designing instruction and accommodations to address trauma related needs in all students.			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

[Paraprofessional](#)

Description of Training
Various topics to include: Positive behaviors supports/Behavior strategies, Teacher/Paraprofessional relationship, professionalism, intervention

programs, technology resources, Keystone proctoring training, classroom support resources			
Lead Person/Position		Year of Training	
Julie O'Malley/Supervisor of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
3-6 hours per session	4	District Intermediate Unit PaTTAN	Paraprofessionals

Transition

Description of Training			
Graduation Pathways (Act 158)			
Lead Person/Position		Year of Training	
Julie O'Malley/Supervisor of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Building Administrators Special Education Teachers Other

Science of Literacy

Description of Training
Teaching Basic Reading Skills at the secondary level

Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit PaTTAN	Special Education Teachers

Description of Training			
Read 180/Systems 44-Training for returning users (refresher training) and for new, first time users (Long Term Substitutes) in the use of these two replacement instruction systems.			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit Other	Special Education Teachers

Parent Training

Description of Training			
Training for parents in advocacy for students with disabilities as the enter post-secondary and college stage.			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1-2	2	Other	Parents

			Special Education Teachers
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Description of Training			
Training for parents in the use of intervention practice materials at home for reinforcement of skills.			
Lead Person/Position		Year of Training	
Frank Giordano/Director of Student Services		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Other	Parents

IEP Development

Description of Training			
Teacher specific training based upon clinical review of IEPs to improve specificity in goal writing, present levels of education, and progress monitoring.			
Lead Person/Position		Year of Training	
Julie O'Malley/Supervisor of Student Services, Frank Giordano/Director of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	4 (Quarterly)	District	Special Education Teachers

Description of Training
Power School Special Programs updates and refresher training-Yearly training provided upon the return to school following the summer to provide updates to Teachers of Special Education regarding the District's IEP writing software.

Lead Person/Position		Year of Training	
Julie O'Malley/Supervisor of Student Services; Frank Giordano/Director of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Progress monitoring-yearly Training for Teachers of Special Education in data collection methods for monitoring progress of IEP goals and using the graphing function of the District's IEP writing software.			
Lead Person/Position		Year of Training	
Julie O'Malley/Supervisor of Student Services		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

