Profile and Plan Essentials

LEA Name		**AUN**
Colonial SD		123461602
Address 1		
230 Flourtown Rd		
Address 2		
City	**State**	**Zip**
Plymouth Meeting	PA	19462
Director of Special Education Name		
Karen Berk		
Director of Special Education Email		
kberk@colonialsd.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
610-834-1670		2111
Chief Administrator Name		
Dr Michael L Christian Ed.D.		
Chief Administrator Email		
mchristian@colonialsd.org		

Special Education Students

Total Number of Students Receiving Special Education 1033

School District Total Student Enrollment 5744

Percent of Students Receiving Special Education 18

Steering Committee

Name	Position/Role	Building	Email
Karen Berk	Director of Special Education	Colonial SD	Kberk@colonialsd.org
Michael Christian	Superintendent	Colonial SD	mchristian@colonialsd.org
Rosemarie Gregitis	Director of Curriculum	Colonial SD	rgregitis@colonialsd.org
Timothy Murch	Other	Colonial SD	tmurch@colonialsd.org
Caitlin Gilmartin	Other	Colonial SD	cgilmartin@colonialsd.org
Eileen Carr	Building Principal	Ridge Park El Sch	ecarr@colonialsd.org
Joshua Perlman	Building Principal	Whitemarsh El Sch	jperlman@colonialsd.org
Heather King	Building Principal	Plymouth-Whitemarsh SHS	hking@colonialsd.org
Mary Rems	Special Education Teacher	Plymouth-Whitemarsh SHS	mrems@colonialsd.org
Nancy Roach	Parent	Whitemarsh El Sch	nroach@comcast.net
Stephanie Brennan-Malarski	Special Education Teacher	Whitemarsh El Sch	sbrennan@colonialsd.org
Elizabeth Brennan Malarski	General Education Teacher	Whitemarsh El Sch	emalarski@colonialsd.org
Heather Mayer	Parent	Colonial El Sch	elizabethandlogansmom@gmail.com

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

Corrective Action	Improvement and Planning Activities
Students in other settings	Pupil services department are creating and re-designing positions in order to support students in their neighborhood school. (e.g. itinerant autistic support and emotional support teachers)
Eliciting feedback from parents and staff	Pupil services department is providing additional parent training in programming and disability awareness as well as surveys to be distributed at IEP meetings to garner input from both parents and teachers.
Students in the LRE for at least 80% of the day or more	Pupil services department is training staff on correct calculations of Penn Data, working with curriculum office and outside professionals to deliver quality PD on behavior management strategies and universal design for learning techniques

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

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

   Yes

24 P.S. §1306 facilities

Facility Name	Facility Type	Facility Type: Other	Services Provided By	Total Students in Facility
Gemma Services	Resident Treatment Facility		District	64

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.)**

   Gemma collaborates with the district to discuss programming options for students within their care. Students who reside at Gemma are afforded the same opportunities as all resident district students with respect to reviewing the full range of programs and services from Itinerant services up to and including full time support if that is determined to be the least restrictive environment for that particular student. Colonial School District convenes an IEP team for each residential student meeting state criteria as a student eligible for special education services and also includes all parents, guardians, educational decision makers, and appropriate staff from the RTF in order to consider all available records and information on a student to make decisions related to the LRE.

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

   The Child Find notice for Colonial School District is advertised at the RTF and the rights and regulations related to Child Find are reviewed with RTF staff on a regular basis. There is a designated administrative support from the Colonial School District and an educational designee at the RTF who are responsible for communicating regarding the plans for all children. When a student with an IEP is registered at the residence, the records are obtained by the residence or Colonial School District, working in tandem. The records are reviewed and an IEP team is convened to determine the most appropriate placement, least restrictive environment, and FAPE for each student. The same process is followed when a student undergoes an initial evaluation while in the residence. The student is provided with necessary regular education supports and services while the team determines eligibility for special education services. The school district works closely with the residence, educational decision makers, case managers, the medical team, guardians, and parents to determine the plan for each student. Students are afforded the same rights and placement options as dictated by federal and state law that are available to all CSD students. In addition, due to the potentially sensitive nature of residence within an RTF, transportation, guidance, and the behavioral health advisor work together to provide supports for

transitions. The district communicates with residential counselors and case managers about student's social-emotional, academic, and programming options to help transition students between educational placements.

Incarcerated Students Oversight

1. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No

1. **Describe the system of oversight the School 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 School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**
   The district is looking to improve programming for students within the least restrictive environment 80% of the day or more. Specifically, the district utilizes a co-taught model in many elementary, middle, and high schools, but is not always counting this time/environment as the least restrictive environment. CSD teachers and staff, including administration, need additional professional development on strengthening of programming and calculations related to both place of delivery as well as services being delivered ("place" time and "face" time). The school district has partnered with PATTAN to provide trainings in this area. The historical trends in data have indicated an increase over time in the number of students served in a supplemental setting, but this may not be totally accurate as this distinction between place/face time is nuanced and many special education supports are provided in the regular education setting. Understanding and strengthening the amount of time and intensity of services that can be provided in least restrictive environments in a goal of the district and additional behavioral supports were engaged during the 2023-2024 school year to ensure this. The district also aims to lower the percentage of students placed in other settings. This has been successful over time, with fewer placements out of district for students with a high level of Autistic Support need; the district has collaborated with staff from PDE/Pattan to increase programming within the district for these students, necessitating fewer students being placed in APS and other settings. Data for participation in LRE for 80% of the day or more has demonstrated a steady, but slow, upward trend at CSD. 2017-2018: 54.2% 2018-2019: 56.3% 2019-2020: 56.9% 2020-2021: 57.8% 2021-2022: 57.8% 2022-2023: 58.7% While Colonial School District is pleased with the progress in increasing this participation over the past several school years, in particular in light of COVID-19, the goal of Colonial is to continue to work towards closing the gap between our current number and the state targets through the methods mentioned above.
2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   The district partners with our curriculum department to provide training on universal design for learning, also the IEP team reviews goals, psychoeducational evaluations and teacher and parent input when addressing the needs of the whole child. IEP teams discuss co-teaching options, increases in SDI and modifications to general education curriculum, inclusion of positive behavioral support plans, and additional adult supports to help with replacement behaviors for students to access general education settings. Additionally, teams have considered providing related services in the general education settings for student to access LRE.
3. **Describe the academic programming and training efforts the School District utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**
   The LEA is reviewing data and continuing partnerships with mental health and behavioral health organizations in order to develop behavioral supports in all settings. Administration is scheduling professional development and t is also working with IU and outside ABA providers to expand the hours and scope of practice within buildings. Academic and behavioral data are reviewed during faculty and department meetings,

as well as weekly CARE meetings, PLT and PD days. Outside agency experts in Trauma Informed Care and Board Certified Behavioral Analysts share and disseminate information to district personnel via in-person trainings, and electronic sources.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**
   District will employ additional adult supports, if necessary, to ensure students have access to nonacademic or extracurricular activities. (Track, wrestling, bocce ball, Friday night games)
5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**
   The district maintains ongoing communication with the IEP team and counselors for students placed in private institutions to inform them of opportunities, auditions, tryouts, for any and all district lead extracurricular activities. This information is then discussed at both IEP meetings and separate conferences to maximize student participation.
6. **Discuss the School 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 district needs to continue to review data and strengthen partnerships with mental health and behavioral health organizations in order to develop behavioral supports in all settings. Administration is scheduling professional development and re-alignment of the emotional support program with creation of an itinerant ES position with the eventual coordination and alignment for both elementary and secondary supports. District is also working with IU and outside ABA providers to expand the hours and scope of practice within buildings.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
HMS School for Children with Cerebral Palsy	Approved Private School (APS)		HMS School for Children with Cerebral Palsy	Multiple Disabilities Support	1

Martin Luther Silver Springs	Approved Private School (APS)		Gemma Services	Emotional Support	1
Melmark Pennsylvania	Other	Comprehensive Multiservice Agency	Melmark Comprehensive Multiservice Agency	Autistic Support	1
Fairwold Academy	Approved Private School (APS)		Public Health Management Corporation	Emotional Support	2
LifeWorks School	Approved Private School (APS)		Lifeworks Schools	Emotional Support	1
The Nexus School	Approved Private School (APS)		The Nexus School	Autistic Support	2
Montgomery County Intermediate Unit CAP program	Other	Public Building	Montgomery County Intermediate Unit	Life Skills Support	5
Lakeside Theapeutic Schools	Other	Academic Curriculum Approved by PDE	Lakeside	Emotional Support	10
Springfield High School	Other	Public Building	Montgomery County Intermediate Unit	Autistic Support	2
New Hope Academy	Approved Private School (APS)		New Hope Academy	Emotional Support	3
The Lincoln Center Leadership Academices	Other	Behavioral Health	The Lincoln Center for Family & Youth	Emotional Support	3
Capstone Academy	Licensed Private Academic		Capstone Academy	Autistic Support	1
Children and Adult Disability Educational Services CADES	Approved Private School (APS)		CADES	Multiple Disabilities Support	2
Comprehensive Learning Center	Licensed Private Academic	Private Education Institute	Comprehensive Learning Center	Autistic Support	1
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1
The Pathway School	Approved Private School (APS)		The Pathway School	Emotional Support	1
The Anderson School	Other	Public Building	Montgomery County Intermediate Unit	Emotional Support	5
The Timothy School	Approved Private		The Timothy School	Autistic Support	3

	School (APS)				
Valley Day School	Approved Private School (APS)		The Valley Day School	Emotional Support	2
The Vanguard School	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	8
MCIU ELA	Other	Intermediate Unit	Montgomery County Intermediate Unit	Emotional Support	4

Positive Behavior Support

Date of Approval

2010-06-17

Uploaded Files

ColonialBehaviorBoardPolicies.pdf

1. **How does the School District support the emotional, social needs of students with disabilities?**
   Any student who has been identified as having a behavior that interferes with his learning or the learning of others has a behavior plan to address this behavior in a positive systematic and consistent manner. Built into each plan is a reward system based on individual preferences. In addition, key people are identified in an effort to be a resource to the student in order to prevent negative behaviors from occurring. when a child has demonstrated the need for ongoing behavioral support, the IEP is revised to include additional supports and services and the behavior plan is updated as necessary. Part of our behavioral support program is to help children recognize the antecedent behaviors and develop communication skills to be able to ask for help, ask for a break, and to advocate for themselves in order to avoid negative behaviors from occurring.
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.**
   Staff are trained annually in non-violent crisis intervention techniques through Safety-Care training. This is conducted annually. Special education teachers receive training to develop FBA's and individual positive behavior support plans. Collection of meaningful data and identification of measurable and observable behaviors to monitor is emphasized. The Safety-Care program that is utilized by the district emphasizes a multi step process with least to most restrictive used as needed.
3. **Describe the School District's positive school wide support programs.**
   Each year our professional development program in conjunction with our Behavioral Specialist Consultant provides the district professional development activities in the area of PBS. Each building has a PBS committee that meets on a regular basis to determine school wide positive behavior support programs within their respective buildings. The District has also contracted with Lakeside Therapeutic Schools to provide Resolve room therapeutic and restorative practices at Colonial Middle School with planning to expand this support to other buildings in partnership with Lakeside Schools.

4. **Describe the School District's school-based behavior health services.**

   The Colonial School District employs 4.5 FTE school psychologists. In addition to their primary responsibility of conducting evaluations, the school psychologists support the guidance department in providing individual and group counseling. In addition, the district employs a full time behavioral health adviser who meets with IEP teams and provides them with ongoing support to access community-based mental health services. In this way, students can receive services during the school day. The behavioral health advisor and other supports will help parents to identify community-based services available beyond the school day, if needed. There is also a contract with Lakeside Network and the Lincoln Center to provide on-site community counseling services through licensed professional counslors. Currently we have six full-time community counselors (1 for our K-3 buildings, 1 for the 4/5 building, 2 at our middle school, and 2 at our high school), most of whom are trained in Trauma Informed Care. Students in the CSD receive a wide range of related services as determined by the IEP team. The district consults and contracts with the MCIU and consults with PaTTAN to address all areas of student need. If there is a service that a student needs to access his educational program that cannot be provided, the district will look beyond to private contractors. In order to assure the continuum of services, the district contracts for behavioral consultants whose duties range from writing FBA's to implementing behavior plans in conjunction with teachers. There are also contracts with outside agencies to provide Community Counselors (see above.) These counselors provide individual and group counseling for students who require this service.

5. **Describe the School District's restraint procedure.**

   In a very small percentage of IEP's (less than 1%), it is documented in the present education levels that the use of restraint will be employed as a last resort in behavioral interventions. (Restraint is defined as any restriction of movement of a child against his or her will). Appropriate staff are trained the Safety-Care Procedure. This includes crisis prevention and intervention and approved restraint as a last resort only when imminent risk of harm to self or others is noted for a student or student(s). The least restrictive procedures are utilized and restraint is considered a last resort. After each restraint, an IEP meeting is held to modify the PBSP of the child, including the teaching of acceptable replacement behaviors. The goal of each behavior plan is to promote positive behaviors, and to eliminate negative responses, therefore lessening the possibility of the need for restraints. Ongoing monthly check ins are held around utilization of less restrictive means. The district provides annual training in the procedures to be used when a restraint is utilized. This includes internal reporting, parent notification, and reporting to the RISC system.

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 LEA conducts a documented interagency meeting to discuss the student's needs and program elements. Colonial works with local out of district placements to locate placements that are appropriate for these students as well as determine the need for Instruction Conducted in the Home while determining an appropriate placement to deliver FAPE. The Coredero process was completed for the three students fitting this criteria during the past school year. An additional Coredero process was filed this school year. Colonial complies with all regulations and seeks all outside supports.

Special Education Support Services

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	5	District Wide	District
Physical Therapist	2	District Wide	Contractor
Occupational Therapist	3	District Wide	District
Behavior Specialist	4	District Wide	Contractor
Guidance Counselor	13	District Wide	District
Paraprofessionals	25	District Wide	District
Paraprofessionals	25	District Wide	Contractor
Other	2	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Tacting and Manding Training			
Lead Person/Position		**Year of Training**	
Behavior Analyst		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	10	District	Paraprofessionals Special Education Teachers

Description of Training			
Assistive Tech for AS Classes			
Lead Person/Position		**Year of Training**	
Speech Therapist		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	10	District	General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Safety Care			
Lead Person/Position		**Year of Training**	
Kamishia Rober		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
15	5	Other	Building Administrators Central Office Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care			
Lead Person/Position		**Year of Training**	
Kamishia Rober		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
15	3	District	Building Administrators Central Office Administrators

			General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Safety Care			
Lead Person/Position		**Year of Training**	
Kamishia Rober		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
15	3	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
Behavior Antecedent Strategies			
Lead Person/Position		**Year of Training**	
Ashley Mahady BCBA		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	Other	Special Education Teachers

Paraprofessional

Description of Training			
EIB workshop trainings			
Lead Person/Position		**Year of Training**	
Shawn Kaplan Principal - Marla Spivey Asst Principal		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training			
Data Collection Methods - building spreadsheets			
Lead Person/Position		**Year of Training**	
Behavior Analyst/Teacher		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	Paraprofessionals

Transition

Description of Training
Transition program training and surveys

Lead Person/Position		Year of Training	
Pattan - self paced modules		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
.5	3	District	Special Education Teachers

Science of Literacy

Description of Training			
Align High School and Middle School Curricular Resources			
Lead Person/Position		**Year of Training**	
Timothy Murch Special Education Supervisor		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	5	District	Special Education Teachers

Description of Training			
Neuropsychology of Reading Disorders			
Lead Person/Position		**Year of Training**	
Meghan Garrett, School and Licensed Psychologist		2024 2025	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	Building Administrators

			Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Utilizing Intervention Data in Reading Instruction			
Lead Person/Position		**Year of Training**	
Jennifer D'Eletto, Teacher		2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Building Administrators Special Education Teachers

Parent Training

Description of Training			
Transition programming options for high schoolers			
Lead Person/Position		**Year of Training**	
Carol Bucci Transition Coordinator		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

1	3	District	Parents

Description of Training			
How to Read your Child's IEP			
Lead Person/Position		**Year of Training**	
Spec Ed Supervisor		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

Description of Training			
How to Read your Child's IEP			
Lead Person/Position		**Year of Training**	
Spec Ed Supervisor		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Parents

Description of Training

Inclusion			
Lead Person/Position		**Year of Training**	
Tierra Brown		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	PaTTAN	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

IEP Development

Description of Training			
Digital Signature to Increase Compliance			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
.5	3	District	Building Administrators Central Office Administrators General Education Teachers Special Education Teachers

Description of Training			
IDEA Refresher			
Lead Person/Position		**Year of Training**	
Kim Cole, Pattan		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	PaTTAN	Paraprofessionals Special Education Teachers

IEP Goal Writing

Description of Training			
Develop IEP goals based on PA Standards			
Lead Person/Position		**Year of Training**	
Timothy Murch Spec Ed Supervisor		2024 2025 2026	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	3	District	Building Administrators Special Education Teachers

Description of Training	
Developing IEP Goals Aligned with Curriculum	
Lead Person/Position	**Year of Training**

Lead Teacher- Elementary		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District	Building Administrators Central Office Administrators Special Education Teachers

Signatures & Affirmations

Approval Date

2024-05-13

Uploaded Files

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- 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

Michael L Christian

Date

2024-05-30