Profile and Plan Essentials

LEA Name		AUN
Upper Darby SD		125239452
Address 1		
8201 Lansdowne Ave		
Address 2		
City	**State**	**Zip**
Upper Darby	PA	19082
Director of Special Education Name		
Mr. Edward Marshaleck		
Director of Special Education Email		
emarshaleck@upperdarbysd.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
610-789-7200		3208
Chief Administrator Name		
Dr Daniel P McGarry		
Chief Administrator Email		
dmcgarry@upperdarbysd.org		

Special Education Students

Total Number of Students Receiving Special Education
2234
School District Total Student Enrollment
12722
Percent of Students Receiving Special Education
17.6

Steering Committee

Name	Position/Role	Building	Email
Edward Marshaleck	Other	Upper Darby SD	emarshaleck@upperdarbysd.org
Dr. Matthew Alloway	Other	Upper Darby SD	malloway@upperdarbysd.org
William Moore	Other	Upper Darby SD	wmoore@upperdarbysd.org
Melissa Hardas	Other	Upper Darby SD	mhardas@upperdarbysd.org
Jennifer Jones	Other	Upper Darby SD	jjones@upperdarbysd.org
Dr. Daniel McGarry	Superintendent	Upper Darby SD	dmcgarry@upperdarbysd.org
Stefanie Karloff	Other	Upper Darby SD	skarloff@upperdarbysd.org
Jennie Katz	Other	Upper Darby SD	jkatz@upperdarbysd.org
Hannah Ebin-Hamermesh	Other	Upper Darby SD	hebinhamermesh@upperdarbysd.org
Alyson Cohen	Special Education Teacher	Aronimink El Sch	acohen@upperdarbysd.org
Gabby Fernicola	General Education Teacher	Hillcrest El Sch	gfernicola@upperdarbysd.org
Risa DeSilva-King	Parent	Upper Darby SD	thesilvawayco@gmail.com
Susan Cambell	Building Principal	Hillcrest El Sch	scambell@upperdarbysd.org
Steven Fischetti	General Education Teacher	Hillcrest El Sch	sfischetti@upperdarbysd.org
Katrina Dunning	Other	Upper Darby SD	kdunning@upperdarbysd.org
Tina Harding	Special Education Teacher	Drexel Hill MS	tharding@upperdarbysd.org
Alexandria Anderson-Johnson	Building Principal	Upper Darby SHS	alanderson@upperdarbysd.org
Dr. Brian Ursone	Other	Upper Darby SD	bursone@upperdarbysd.org
Kia Fields	Parent	Upper Darby SD	kia.g.fields@gmail.com
Kate Flanagan	Building Principal	Upper Darby SHS	kflanagan@upperdarbysd.org
Kylie Gallo	Special Education Teacher	Highland Park El Sch	kgallo@upperdarbysd.org
Marie Alaina Onarato	Special Education Teacher	Upper Darby SHS	monaroto@upperdarbysd.org
Adriana Arcamone	Special Education Teacher	Upper Darby SHS	aarcamone@upperdarbysd.org
Ceola Harris	Special Education Teacher	Stonehurst Hills El Sch	charris@upperdarbysd.org
Renee Fairchild	Special Education Teacher	Upper Darby SHS	rfairchild@upperdarbysd.org
Lauren Glover	Special Education Teacher	Drexel Hill MS	lglover@upperdarbysd.org
Kendra Flowers	Parent	Upper Darby SD	
Brittnee Walker	Parent	Upper Darby SD	bcharlee91@icloud.com
Jason Hudnut	Special Education Teacher	Upper Darby SHS	jhudnut@upperdarbysd.org
Holly McIntyre	Special Education Teacher	Beverly Hills MS	hmcintyre@upperdarbysd.org

Jessica Conley	Special Education Teacher	Upper Darby SHS	jconley@upperdarbysd.org
Briana Mayo	Special Education Teacher	Stonehurst Hills El Sch	bmayo@upperdarbysd.org
Jennifer Sibley	Parent	Upper Darby SD	mrssibley14@gmail.com
Denise Kennedy	Other	Garrettford El Sch	dkennedy@upperdarbysd.org
Jillian Giongo	Special Education Teacher	Upper Darby SHS	jgiongo@upperdarbysd.org
Marc Comfort	Building Principal	Westbrook Park El Sch	mcomfort@upperdarbysd.org
Donna Pawloski	General Education Teacher	Primos El Sch	dpawloski@upperdarbysd.org
Aaronda Beauford	Other	Upper Darby SD	abeauford@upperdarbysd.org
Amanda Geckle	Other	Upper Darby SD	ageckle@upperdarbysd.org
Ailleen DiBona	Special Education Teacher	Primos El Sch	adibona@upperdarbysd.org
Areesah Abdus-Shakur	Parent	Upper Darby SD	msareesah@yahoo.com
Ilyse Perloff	Special Education Teacher	Upper Darby SHS	iperloff@upperdarbysd.org
Mimi Somsanith	Parent	Upper Darby SD	
Christine Boggi	Parent	Upper Darby SD	
Christine Halka	Parent	Upper Darby SD	
Gabrielle Bucak	Special Education Teacher	Upper Darby SHS	gbucak@upperdarbysd.org
Steven Hofberg	Other	Drexel Hill MS	shofberg@upperdarbysd.org
Laura Jenkins	Other	Upper Darby SD	ljenkins@upperdarbysd.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)

Improvement and Planning Activity
Professional Development on Secondary Transition, Indicator 13, and IEP Alignment and Best Practice Writing Review to Transition Age secondary teachers and administrators.
Indicator 13 Checklist and IEP Alignment and Best Practice Writing Review completed by case managers for one student on their caseload and reviewed with supervisor.
Transition Night for transition age families to learn more about the transition process, post-secondary options, careers, and agency support, etc
Supervisors work closely with the DCIU and will incorporate lessons learned from the PaTTAN Indicator 13 Training Course throughout the years on an annual basis.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
3-Participation and performance of children with IEPs on statewide assessments 3A - Participation rate for children with IEPs Source: 2020-2021 Division of Performance Analysis and Reporting ELA 4,8,11 Math 4,8,11 Improvement and Planning Activity: Communication with families the importance of in person state assessment participation Frequent communication with families on testing dates, times, and expectations Use of make-up window(s) during assessment schedules
3B - Proficiency rate for children with IEPs against grade level academic achievement standards Source: 2020-2021 Division of Performance Analysis and Reporting ELA 4,8 Math4,8,11 Improvement and Planning Activity: Professional Development on SDI/Accommodations during Instruction and Assessments Professional Development on Linking State Standards with IEP Goals Professional Development on Utilizing Data to Drive Instruction Monthly Data meetings Use of MTSS strategies in daily instructional practices
3C - Proficiency rate for children with IEPs against alternate academic achievement standards Source: 2020-2021 Division of Performance Analysis and Reporting Math-4 Improvement and Planning Activity: Creating High Standards for Alternate Assessment Students Professional Development PaTTAN Webinars on Essentialization

Education Environments (Indicator 5)

Improvement and Planning Activity
LEA will develop a process to review all students placed outside for disciplinary reasons. Self Audit LS support students who are placed outside of school district. Review/Audit of Continuum of Services and LRE/Frameworks.
Professional Development Sessions to Staff 1. LRE/Educational Placement 2. Identifying Strengths and Needs and Supports 3. SDI/Supplementary Aids and Services (General Education and Special Education Teachers K-12)
Memo sent to special education staff and principals with instructions on checking minutes and documenting paperwork correctly and upcoming professional development sessions.
Powerschool Checklist developed and sent to staff to maintain accurate paperwork. Case managers will maintain a class list with all students on their caseload due dates. Submission to supervisors for review.
PaTTAN SAS Toolkit will be completed by all case managers for two students supplemental level students between 65-79% and submitted to supervisors. Case Managers will complete the Citation Review form during each annual IEP meeting Citation Review Form has been created and referenced with special education team members which reflect on areas for improvement and serve as a reminder to check those items when completing paperwork.

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
11A: The LEA has an increased number of students with specific disabilities in the areas of Autism and Specific Learning Disabilities that have a high number in more restrictive settings.	LEA will develop a process to review all students placed outside for disciplinary reasons. Self Audit LS support students who are placed outside of school district. Review/Audit of Continuum of Services and LRE/Frameworks.
11 FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment	Professional Development Sessions to Staff 1. LRE/Educational Placement 2. Identifying Strengths and Needs and Supports 3. SDI/Supplementary Aids and Services (General Education and Special Education Teachers K-12). Memo sent to special education staff and principals with instructions on checking minutes and documenting paperwork correctly and upcoming professional development sessions. Powerschool Checklist developed and sent to staff to maintain accurate paperwork. Case managers will maintain a class list with all students on their caseload due dates. Submission to supervisors for review. PaTTAN SAS Toolkit will be completed by all case managers for two students supplemental level students between 65-79% and submitted to supervisors. Case Managers will complete the Citation Review form during each annual IEP meeting.

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?**

   No
2. **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.)**

   Upper Darby School District does not currently host a 1306 facility (Ex. Residential Treatment Facility). However, if a 1306 facility were to open within the Upper Darby School District (UDSD) boundaries, the district would work with the facility and any school district of attending students to ensure that all students are receiving a Free Appropriate Public Education (FAPE). Additionally, the Upper Darby School District would implement Child Find by continuing to post annual Special Education Notices on district websites and buildings, provide parent/guardian trainings and information regarding identifying students with special needs, collaborate with the facilities teams providing the instruction and serve as LEA on IEP team meetings and provide communication and collaboration between staff and the family, track staff members at the facility and require submission of clearances, certifications, and any additional documentation to ensure compliance.
3. **Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.**

   Upper Darby School District has Special Education Supervisors and LEAS that communicate with 1306 facilities as needed. We work collaboratively with the facility, Host School District, and families to ensure a successful transition back to district when appropriate. Interagency meetings are held prior to the students return to district to review current treatment plans, medicine management, behaviors plans, or evaluations. Together the team develops a re-entry plan for the student to successfully return to district with the appropriate levels of support and services.

Incarcerated Students Oversight

4. **Does the School District have an adult correctional facility that houses juveniles within its geographical boundaries?**
   No
2. **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

3. **Review the School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

   Current LRE Data from 2024-2025 School Year: Inside Regular Class 80% or more: District - 60.8% ; State 61.7% ; Difference -0.9% Inside Regular Class <40%: District - 5.2 % ; State 10.6% ; Difference - 5.4% In other setting: District - 11.9% ; State 4.4% ; Difference - 7.5% The Upper Darby School District met the SPP/APR Target of 9.6% or less in the area of Students Educated Inside the Regular Class Less than 40%. The district has incorporated new procedures and a professional development plan to continue to decrease the number of Students Educated in other settings and increase the percentage of Students Educated inside the regular education 80% or more. As referenced in our Corrective Action Verification Improvement Plan, to decrease our number of students educated in other settings, we included a process that will document students who are out for disciplinary reasons and begin a plan to transition the student back to their home school when able to transition back. We also plan to track any learning support student placed out of district and develop transition plans to bring students back to district if data indicates this transition. In Order to build capacity within our programs and services we will continue to monitor and update our frameworks for each of our programs. The special education department reviews these frameworks monthly and update as necessary based on need.

4. **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?**

   Universal practices for academic: • Providing alternate ways for students to demonstrate learning • Providing testing modifications • Providing alternate materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, software) • Providing instruction on functional skills in the context of the typical routines in the general classroom • Changing method of presentation • Providing research-based supplementary materials • Providing visual strategies • Providing instructional adaptation (e.g. pre-teaching, repeating directions, extra examples and non-examples) In addition Upper Darby School District has a variety of Reading and Math Interventions across the district available to students as needed based on data. Universal practices for Social/Emotional needs: All of The Upper Darby School District schools have a Behavior Support Team that works collaboratively with building professionals and paraprofessionals to develop and implement positive and effective behavior programs for students at all grade levels. At the start of the 2011-2012 school year, Upper Darby implemented a district-wide positive behavior support program that follows the Response to Behavioral Instruction and Intervention (RTBII) framework. Using this framework, a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available. A researched based framework is used to teach, model, and support appropriate school wide behaviors. The team collects data on an on-going basis for each student. Students who present with behavioral needs are referred to the school based team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors. In the 2019-2020 school year this framework is referenced as Multi-Tiered System of Support (MTSS). Teams continue to review and revise behavior interventions and supports that are necessary to improve functional performance. Examples of interventions used-(not an exhaustive list) • Tier One – Classroom management techniques, Positive Behavioral Support Lessons, School wide Expectations, School wide reinforcement strategies, Bullying prevention programs, Student Assistance Program, and Trauma Informed Care- • Tier Two – Small group instructional lessons, Second Step Social Skills Curriculum, Social Worker referral for services, Behavior self-monitoring tools, mentoring program, CICO - Check in and Check Out, Student Assistance

Program • Tier Three – Any Tier One or Tier Two level of support with higher level of frequency and duration, Student Assistance Program, customized student schedules, 1:1 sessions with support personnel, A-B-C self-monitoring skills Student Assistance Program (SAP) The Student Assistance Program of Upper Darby School District was established in 1986 to combat the problem of drug and alcohol abuse among the students in our schools. Our program was part of a statewide effort to address the problem of drugs and alcohol in public schools. The program was based upon the state model and was funded and implemented with the assistance of the Pennsylvania Department of Education. SAP has further expanded to assist students with behavioral and mental health needs. The Student Assistance Program continues to be an integral part of the instructional program of Upper Darby School District. Through education and awareness programs targeting the dangers and risks associated with the use of drugs, alcohol, and tobacco and awareness activities around mental health, we hope to eliminate a barrier to academic achievement and success. These programs contribute to the universal school-wide supports needed to build resilient schools in our district.

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

   Professional Development for all special education and general education staff on including students in the general education environment. Topics to include: · SAS (Supplemental Aids and Services) Toolkit · Understanding: Autism. Mental Health Disorders, Intellectual Disability · Accommodations and Modifications · Understanding the IDEA · New Teacher Induction · Special Education Frameworks · PASA Training · Understanding the IEP and the role of the General Education Teacher · Class-wide behavior management systems · Verbal intervention to decrease problem behaviors. · Discipline and students with IEPs. · Visual Supports for Students with disabilities · Individual Behavior Intervention Systems · Replacement Behavior Development · How to Conduct a Functional Behavior Assessment and Positive Behavior Support Plan UDSD offers a continuum of services for our students with disabilities and are in need of specially designed instruction beginning with the general education environment. Students are supported in the general education environment through appropriate staff that may include: the special education teacher, classroom assistant, personal care assistant, behavior specialist, teacher of the visually impaired, speech/language, physical, hearing, and occupational therapists, and board certified behavior analyst. These professionals and paraprofessionals work closely with the general education teacher to implement accommodations and adaptations to ensure that students meet with success in the general education curriculum. Some examples of Supplementary Aids and Services provided in the UDSD are: Collaborative • Scheduled time to co-plan and for team meetings • Instructional arrangements that support collaboration (e.g. push-in teaching support, paraprofessional support) • Professional development related to collaboration • Coaching and guided support for team members in the use of assistive technology for an individual student • Scheduled opportunities for parental collaboration • All school personnel collaborate in the development and delivery of SaS Instructional • Providing alternate ways for students to demonstrate learning • Providing testing modifications • Providing alternate materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, software) • Providing instruction on functional skills in the context of the typical routines in the general classroom • Changing method of presentation • Providing research-based supplementary materials • Providing visual strategies • Providing instructional adaptation (e.g. pre-teaching, repeating directions, extra examples and non examples) Physical • Furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g. light, sound) • Environmental Aids (e.g. classroom acoustics, heating, ventilation) • Structural Aids (e.g. wheelchair accessibility, trays, grab bars)

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

   UDSD would provide any an all supplementary aids and services that the students would to ensure meaningful participation in extracurricular activities. Some examples follow. • Furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment • Adjustments to sensory input (e.g. light, sound) • Environmental Aids (e.g. classroom acoustics, heating, ventilation) • Structural Aids (e.g. wheelchair accessibility, trays, grab bars) •PCA

7. **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.**

   Students with disabilities who are placed in private institutions are assigned to one of three district LEAS who case manage the students case. The three LEAS are representatives from our district and ensure that at each meeting, that a discussion happens around how to include the student with non disabled peers and about extracurricular activities. The families receive all district communications for the district involving sports, clubs, dances, plays, and other events.

8. **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).**

   An area of growth our district identified is in the area of supplemental emotional support. Our numbers can increase in that area to be closer to the state average by bring students back into district. We would need to develop and build a more robust Emotional Support Program. However, it is to be noted that our LEA averages are close to that of the State averages. As referenced in our Corrective Action Verification Improvement Plan, the Upper Darby School District will continue to monitor and update our Framework for Continuum of Services and make changes as deemed necessary.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
DCIU-Springton Lake Middle School	Other	Intermediate Unit	DCIU	Speech and Language Support	2
Vanguard	Approved Private School (APS)		Thomas Quinn, M.Ed, M.EA-Executive Director	Autistic Support	12
Woods Schoool	Approved Private School (APS)		Tine Hansen-Turton- President and Chief Executive Officer	Autistic Support	1
Yale School	Approved Private School (APS)		YALE	Autistic Support	2
Pennsylvania School for the Deaf	Approved Private School (APS)		Melissa Draganac-Hawk Interim Associate Head of School	Deaf and Hard of Hearing Support	5

DCIU -Penncrest	Other	Intermediate Unit	DCIU	Learning Support	1
DCIU-Strath Haven High School	Other	Intermediate Unit	DCIU	Deaf and Hard of Hearing Support	1
DCIU-Swarthmore Rutledge	Other	Intermediate Unit	DCIU	Deaf and Hard of Hearing Support	2
Talk School	Other	Special Education Facility	Talk School	Autistic Support	2
DCIU-The County Alternative	Other	Intermediate Unit	DCIU	Emotional Support	14
DCIU-Marple Education Center	Other	Intermediate Unit	DCIU	Multiple Disabilities Support	3
DCIU-Marple Education Center	Other	Intermediate Unit	DCIU	Life Skills Support	10
Martin Luther	Approved Private School (APS)		Gemma Services	Emotional Support	4
Millcreek	Other	Special Education Facility	PHMC	Emotional Support	4
Overbrook School for the Blind	Approved Private School (APS)		Todd Reeves	Blind and Visually Impaired Support	5
DCIU-Strath Haven Middle School	Other	Intermediate Unit	DCIU	Deaf and Hard of Hearing Support	1
Elwyn Davidson	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Emotional Support	2
Elwyn Davidson	Approved Private School (APS)		Elwyn Davidson	Life Skills Support	1
Fairwold Academy	Approved Private School (APS)		Fairwold	Emotional Support	6
Fairwold Academy	Approved Private School (APS)		Fairwold	Autistic Support	9
Lifeworks Media	Other	Special Education Facility	Steve Detwellar	Emotional Support	18

DCIU-Marple Education Center	Other	Intermediate Unit	DCIU	Autistic Support	67
Devereux Mapleton	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Emotional Support	2
Elwyn Davidson School	Approved Private School (APS)		Elwyn INC.	Autistic Support	25
CADES-Children and Adults Disability and Education Services	Approved Private School (APS)		Julia Allemon, CEO	Life Skills Support	2
Elwyn Davidson	Approved Private School (APS)		Elwyn INC.	Multiple Disabilities Support	1
Green Tree School and Services	Approved Private School (APS)		Ashara Cashaw Executive Director	Autistic Support	4
Green Tree School and Services	Approved Private School (APS)		Ashara Cashaw Executive Director	Emotional Support	1
DCIU-Haverford High School	Other	Intermediate Unit	DCIU	Learning Support	1
HMS School for Children with Cerebral Palsy	Approved Private School (APS)		Thomas Quinn-President	Multiple Disabilities Support	3
DCIU-Delaware County Academy	Other	Intermediate Unit	DCIU	Emotional Support	3
Devereux CARES	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Autistic Support	8
CCIU-Child and Career Development Center	Other	Intermediate Unit	CCIU	Life Skills Support	1
Child Guidance Resource Center	Other	Special Education Facility	Colleen McNichol Chief Executive Officer & President	Emotional Support	9
DCIU-Community Elementary	Other	Intermediate Unit	DCIU	Emotional Support	11
DCIU Coebourn Elementary	Other	Intermediate Unit	DCIU	Speech and Language Support	2
Buxmont	Other	Special Education Centers	Dr. Craig W. Adomson, President	Emotional Support	2

CADES-Children and Adult Disability and Education Services	Approved Private School (APS)		Julia Allemon, CEO	Multiple Disabilities Support	8
Camp Hill Special School	Approved Private School (APS)		Bethany Asplundh, President	Multiple Disabilities Support	1
Chester County Intermediate Unit-CHAAMP	Other	Special Education Facility	CCIU	Autistic Support	1
Chester County Learning Center	Licensed Private Academic		CCIU	Learning Support	2
DCIU-Marple Education Center	Other		DCIU	Multiple Disabilities Support	3
Fairwold Academy	Approved Private School (APS)		PHMS	Life Skills Support	4
Devereux Brandywine	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Emotional Support	4
Devereux Audubon	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Emotional Support	1
Devereux School for Integrated Learning	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Autistic Support	6
Devereux School for Integrated Learning	Approved Private School (APS)		Richard F. Dunlap Jr., Ed.D.	Life Skills Support	2
Lakeside School	Licensed Private Academic		Caroline Smith	Emotional Support	3
Lakeside School	Licensed Private Academic		Caroline Smith	Learning Support	2
Melmark School	Approved Private School (APS)		Maggie Haag	Autistic Support	2
Melmark School	Approved Private School (APS)		Maggie Haag	Multiple Disabilities Support	1
The Pathway School	Approved Private School (APS)		David J. Schultheis	Autistic Support	5

The Pathway School	Approved Private School (APS)		David J. Schultheis	Emotional Support	1
Royer-Greaves School for the Blind	Approved Private School (APS)		Debra Jerome-Cambell	Blind and Visually Impaired Support	1
DCIU-Lynnwood Elementary School	Other	Intermediate Unit	DCIU	Speech and Language Support	3
DCIU-Lynnwood Elementary School	Other	Intermediate Unit	DCIU	Speech and Language Support	3
Lifeworks Doyelstown	Licensed Private Academic		Steve Detweller	Emotional Support	1
River Rock Academy	Licensed Private Academic		Brandon Hoff	Emotional Support	5
The Timothy School	Approved Private School (APS)		Sarah Greim	Autistic Support	1

Positive Behavior Support

Date of Approval

2020-12-01

Uploaded Files

Behavior Policy-SPED plan.pdf

9. **How does the School District support the emotional, social needs of students with disabilities?**

   All of The Upper Darby School District schools have a Behavior Support Team that works collaboratively with building professionals and paraprofessionals to develop and implement positive and effective behavior programs for students at all grade levels. At the start of the 2011-2012 school year, Upper Darby implemented a district-wide positive behavior support program that follows the Response to Behavioral Instruction and Intervention (RTBII) framework that we continue to utilize today. Using this framework, a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available. A researched based framework is used to teach, model, and support appropriate school wide behaviors. The team collects data on an on-going basis for each student. Students who present with behavioral needs are referred to the school based team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors. In the 2016-2017 school year this framework is referenced as Multi-Tiered System of Support (MTSS). Teams continue to review and revise behavior interventions and supports that are necessary to improve functional performance. Examples of interventions used-(not an exhaustive list) • Tier One – Classroom management techniques, Positive Behavioral Support Lessons, School wide Expectations, School wide reinforcement strategies, Bullying prevention programs, Student Assistance Program, Trauma Informed Care, Social and Emotional Learning lessons K-12 • Tier Two – Small group instructional lessons, Second Step Social Skills Curriculum, Social Worker referral for services, Behavior self-monitoring tools, mentoring program, CICO - Check in and Check Out, Student Assistance Program, Social and Emotional Learning lessons K-12 • Tier Three – Any Tier One or Tier Two level of support with higher level of frequency and duration, Student Assistance Program, customized student schedules, 1:1 sessions with support personnel, A-B-C self-monitoring skills, Social and Emotional Learning lessons K-12 Emotional Support Programing The Upper Darby School District recognizes the emotional development of students is part of the developmental process, and at times, inappropriate behaviors will be displayed in the normal course of a child's development. The Upper Darby School District also recognizes that some students need additional, individualized supports to make emotional and behavioral gains. Therefore, in addition to the School-Wide Positive Behavior Support program, UDSD provides itinerant and supplemental emotional support at the elementary, middle, and high school levels. In addition to the special education teachers and classroom assistants, there are nine behavior specialists contracted through Child Guidance Resource Center. These individuals conduct daily social skills group sessions and provide guidance, training, and support for students and staff in the implementation of de-escalation techniques, position behavior supports, and interventions to immediately address student behaviors. With the assistance of the Department of Public Welfare and help from the Child Guidance Resource Center, the UDSD is able to maintain a satellite mental health clinic located on the campuses of two elementary school locations and the high school, where students and their families are able to obtain appointments with the psychiatrist, medication checks, and therapy. The district continues to work with the Child Guidance Resource Center to establish additional clinics throughout our district schools.
10. **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 UDSD is committed to providing innovative and current research based and best practice in-service opportunities to staff and parents to increase knowledge and understanding of Positive Behavior Supports for students. These informational trainings will be implemented with fidelity using during the school year. Workshops will concentrate on assessment tools, implementation of assessments, organization and interpretation of data, evidence based intervention programs, and best practices in instruction to support teachers and parents in addressing student behavioral needs. The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams and guided practice with individuals. Notification of in-service opportunity will be posted on MyLearningPlan.com, the district website, and through the use of phone messages to remind parents of workshop opportunities. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training. • Functional Behavioral Assessment • Verbal Intervention to Decrease Problem Behaviors • Behavior Intervention Plan • De-escalation Techniques •Crisis Prevention Institute: Nonviolent Crisis Intervention • Understanding Mental Health Disorders • Social Skills for Replacement Behaviors

11. **Describe the School District's positive school wide support programs.**

    In our elementary schools, students and staff have the opportunity to benefit from the following social and emotional programming: PBIS Systems, Second Step-a program that focuses on teaching emotional management situational awareness, and academic achievement as well as Youth Court. In our middle schools, students and staff have access to PBIS, and hold Youth Court which is a peer led program that provided a more productive and appropriate alternatives to school discipline. At Upper Darby high School, students and staff have access to the following programs and systems: PBIS, Youth court, and Student-Led Clubs and Programs which are designed to establish positive relationships between students and stuff. Additionally all schools have staff trained in CPI-Crisis Prevention Institute Nonviolent Crisis Intervention Training, Conflict resolution supports in partnership with Lakeside, Trained Restorative Justice Teams, K-12 Social and Emotional Learning Lessons, Building Level Equity Teams, and Safe2Say Something reporting system. Across the district at all levels, we have developed programs that were guided by Lakeside Neurologic staff members. Each building at all levels include a team entitled TILT. (Trauma Informed Leadership Team)

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

    School Based Counseling School Based Social Work Services School Based Psychological Services Student Assistance Program School Based Trauma Informed Leadership Teams Coordination with outside services though Interagency meetings. Alternative Education for Disruptive Youth Program

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

    Taken from the Board Behavior Policy attached: Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student’s body, excluding the following: Briefly holding a student, without force, to calm or comfort the student. Guiding a student to an appropriate activity. Holding a student’s hand to escort the student safely from one area to another. Hand-over-hand assistance with feeding or task completion. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parents/guardians and specified in the IEP. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. Seclusion - confinement of a student in a room, with or without staff supervision in the same room at all times, in order to provide a safe environment to allow the student to regain self-control. Students with

disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. In addition to to the above and completing the Incident Report, which describes the entire incident when a restraint was necessary, the Restraint Form must be completed and sent within 10 school days of Restraint to the special education department. All Restraints and Injuries incurred during a Restraint will be reported to the PA Department of Special Education. After a student has been restrained and is no longer escalated, the student must visit the nurse to be examined in order to identify if an injury has occurred. An IEP meeting must be held within 10 days of any restraint and appropriate amendments made to the IEP. Any student detained by law enforcement and/or placed in handcuffs must have a restraint form submitted to the special education department and follow the same protocol as a restraint.

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.

If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA. Discuss any expansion of the continuum of services planned during the life of this plan. The Upper Darby School District provides a continuum of services for students with special needs at the itinerant and supplemental level. Child Guidance Resource Center works with The Upper Darby School District in providing support and services for students with Emotional Disturbance and also provides professional development and training for teachers, staff, and administrators in de-escalation techniques, positive behavior supports, restraint training, and understanding of mental health disabilities. In coordination with the Child Guidance Resource Center and the Department of Public Welfare, The Upper Darby School District maintains a Satellite Mental Health Clinic on the campuses of the Hillcrest and Stonehurst Hills Elementary Schools and Upper Darby High School, which is open to all students and their families within the Upper Darby School District. However, there are instances where the district has exhausted its level of resources, and in order to ensure that a FAPE is provided must look to the Delaware County Intermediate Unit or Approved Private Schools to deliver services for particular students. The IEP team will meet regularly to discuss a student's progress and determine the resources needed to support the student in district programs. However, if the team, which includes the student's parents/guardians and any interagency personnel, determine that a more restrictive environment is needed to ensure that FAPE is provided, the team make the recommendation for an out-of-district placement. District personnel will make placement for an individual student, make applications to the identified program(s), support parents/guardians in their efforts to visit a program and participate in the intake interview process, arrange transportation for the student upon acceptance, and continue to participate as the LEA and member of the IEP team. The district has continued to create relationships with programs and schools where students with significant needs are receiving the level of mental health, behavioral, and academic supports necessary to address students' needs and provide FAPE. https://www.leaderservices.com/seshomeNET/app/lea/menu.aspx

Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
School Psychologist	17	District Wide	District
Behavior Specialist	1	District Wide	District
Physical Therapist	1	District Wide	District
Paraprofessionals	75	District Wide	District
Paraprofessionals	262	District Wide	Contractor
Occupational Therapist	9	District Wide	District
Occupational Therapist	4	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Other	5	District Wide	District
Social Worker	19	District Wide	District
Guidance Counselor	28	District Wide	District
Director of Special Education	1	District Wide	District
Physical Therapist	1	District Wide	Contractor

1 Special Education Support Services

Special Education Personnel Development

Autism

Description of Training			
1. LRE/Educational Placement 2. Identifying Strengths and Needs and Supports 3. SDI/Supplementary Aids and Services (General Education and Special Education Teachers K-12).			
Lead Person/Position		**Year of Training**	
UDSD Special Education Supervisors		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2.0	2	District	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Unique Learning			
Lead Person/Position		**Year of Training**	
UDSD Supervisors/DCIU Trainers		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Intermediate Unit	Central Office Administrators Special Education Teachers

Description of Training			
PASA Training			
Lead Person/Position		**Year of Training**	
UDSD Supervisors		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	Special Education Teachers

Positive Behavior Support

Description of Training			
Functional Behavior Assessment			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

2	6	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Verbal Intervention to Decrease Problem Behaviors			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Positive Behavior Support Plans			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Crisis Prevention Institute (CPI) Nonviolent Crisis Intervention (NCI) and Deescalation			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
14	6	District Other	Building Administrators Central Office Administrators Paraprofessionals Special Education Teachers

Description of Training			
Social Skills for Replacement Behaviors (Positive Behavior Support Plans)			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Working with Students with Disabilities			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Behavior Support			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training	
Understanding IDEA and the classifications	
Lead Person/Position	**Year of Training**

UDSD		2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	District PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Understanding the Role of the Personal Care Assistant			
Lead Person/Position		**Year of Training**	
UDSD		2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Medical Access			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	9	District Other	Building Administrators Central Office Administrators Parents Paraprofessionals Special Education Teachers Other

Transition

Description of Training			
Indicator 13, IEP Alignment and Best Practice for Writing Transition Age IEPs.			
Lead Person/Position		**Year of Training**	
UDSD Special Education Supervisors		2026 2027 2028	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	District	General Education Teachers Paraprofessionals

			Special Education Teachers Other

Description of Training			
The General Education Teacher and the IEP			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	General Education Teachers Special Education Teachers

Description of Training			
Post Secondary Planning Night for Students /Parents with Learning Differences			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	3	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training			
Multi Tier Systems of Supports (MTSS) Frameworks and How it relates to Special Education			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Northwest Evaluation Association (NWEA) MAP Assessments			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Aimsweb Plus			
Lead Person/Position		**Year of Training**	
UDSD Supervisors		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Special Education Parent Nights			
Lead Person/Position		**Year of Training**	
Special Education Supervisors		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	4	District	Parents

IEP Development

Description of Training	
Specially Designed Instruction (SDI) / Accommodations during Instruction and Assessments	
Lead Person/Position	**Year of Training**

UDSD Special Education Supervisors		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Description of Training			
Understanding the Disability Categories			
Lead Person/Position		**Year of Training**	
UDSD		2026 2027 2028 2029	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	6	District	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

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