

Rose Tree Media SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

308 N Olive St
 Media, PA 19063
 (610)627-6000
 Superintendent: James Wigo
 Director of Special Education: Eleanor DiMarino-Linnen

Planning Committee

Name	Role
Bonnie Keiles	Administrator : Special Education
Kimberly LaCoste	Administrator : Special Education
Nancy Gheysens	Elementary School Teacher - Regular Education : Special Education
Michelle Skowronek	Parent : Special Education
Tiffany Bendistis	Special Education Director/Specialist : Special Education
Eleanor DiMarino-Linnen	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 540

Identification Method

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

In accordance with the Individual with Disabilities Education Act (IDEA), the Rose Tree Media School District provides, without cost to parents, screenings and evaluations, appropriate programs and services to all students thought to be exceptional and in need of specially designed instruction. Parents may also request that their child be evaluated to determine if they have a child with a disability in need of special education services.

Response to Instruction and Intervention/Academic Intervention Teams:

The LEA is committed to every student achieving one year's growth over the course of an academic year. At the elementary level, a visitor to any of our classrooms will see differentiation occurring through flexible grouping and learning activities designed to maximize a student's potential for academic growth. Students' learning needs are formally reviewed through the process of data conferences which are held three times a year. The instructional team at each elementary school reviews the performance of each student on universal screeners in the areas of reading, math, writing, and behavior. Focused interventions and instructional accommodations are then implemented for those students who are found to need remediation, enrichment, or additional services. Classroom teachers, specialists, and paraprofessionals work collaboratively to meet each student's needs. In the case of struggling learners, scaffolded, coordinated instruction is delivered in homogeneous small groups at students' instructional levels. Students are instructed in the same fundamental skills as their grade-level peers, but receive additional instructional time, explicit and direct instruction, teacher-modeling and directed guided practice. Gradually, the release of responsibility moves from teacher to student. Students' progress is more frequently monitored and, based on the student's assessments, instructional strategies are altered as necessary.

Teachers make informed curricular decisions and identify individual student's strengths and needs using multiple data points including universal screeners such as PSSA and MAP as well as district benchmark assessments and curriculum-based assessment. At-risk students' specific needs are targeted through the review of data results on each of the aforesaid assessments. A diagnostic-to-prescriptive action plan of tiered intervention is instituted and monitored. To improve student performance, highly trained interventionists implement the students' action plans, which typically include the following: push-in classroom support, structured core extension periods that focus on

remediation, and small group instruction.

Identification of a learning disabled student usually begins with building-based Response to Instruction and Intervention/Academic Intervention Teams. These teams review a student's presenting needs, performance data/information, other relevant information and previous interventions in the student's educational program. Additional interventions are then attempted to address the student's needs. After a designated period of time (approximately 6 to 8 weeks), the intervention data/information is reviewed and additional support services and accommodations may be suggested. Teams also may suggest that a student be referred for a multidisciplinary evaluation to determine eligibility and need for special education services.

Psychoeducational Testing:

A comprehensive psychoeducational assessment is completed for a student, in accordance with IDEA specifications, which includes information regarding interventions, which have been previously attempted, and their success rates to address the student's presenting needs. A discrepancy model of identification for learning disabilities continues to be used to identify a learning disabled student in the district.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Not significantly disproportionate.

Non-Resident Students Oversight

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

Host School District Obligations:

As the host district, the Rose Tree Media School District provides support for pupils placed at Elwyn Institute, Inc. An Elwyn staff member completes a Rose Tree Media School District registration packet. These documents usually include a current Evaluation Report/Reevaluation Report, Individualized Education Program and other documents, such as Psychological/Psychiatric information. If these documents are missing or have expired, the District maintains contact with Elwyn Institute to ensure the most recent records are obtained. After a review of the documents, referrals are made to school programs, which appear appropriate in addressing the student's educational needs identified in the documents. Prior to school program referrals, a contact with the student's family is attempted to discuss school placement recommendations/options and to obtain permission for school program referrals. Once a student is identified for a school program through the IEP process, a Notice of Recommended Educational Placement (NOREP) is issued for the appropriate school program and transportation is scheduled for the student, if applicable. Each Elwyn Institute, Inc. student registered with the district is provided the same opportunities to those students who reside within the district boundaries. Generally, once the student begins to attend the new school program, within thirty days, an Individualized Education Program (IEP) Meeting is requested to create a new IEP for the student. A district local educational agent (LEA) attends all meetings for the student to determine that the student's needs are appropriately addressed, as well as to assure a free, appropriate, public education (FAPE) in the least restrictive environment. The district Special Education Supervisor is identified as the contact person regarding the student's school program, which includes establishing a special education file, maintaining all special education records, participating in IEP meetings, initiating reporting functions for the student, including but not limited to notifying the state of student restraints, and assisting with the Extended School Year (ESY) placement process for the student.

Assurance of FAPE in the Least Restrictive Environment:

Given a review of previous school programming information for students residing at Elwyn Institute, Inc., every effort is made to replicate the student's educational program, based on the student's previous IEP and to insure that the student is provided a free, appropriate, public education (FAPE). Assessing the least restrictive environment for the student is part of this review process. Since a district local educational agent (LEA) attends all school meetings for the student, FAPE in the least restrictive environment is addressed in these meetings.

Barriers to Meeting Host District Obligations:

Currently, no barriers exist that prevent the district from meeting its obligations under Section 1306 of the Public School Code. A district local educational agent (LEA) attends all meetings for the host students.

Incarcerated Students Oversight

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

The Rose Tree Media School District serves as host district for the Be Proud Program and the Delaware County Juvenile Detention Center. Students adjudicated to the Be Proud program may remain in this program for one or more school years. While incarceration at the Delaware County Juvenile Detention Center is usually brief, some students may remain in the facility for several months, while awaiting adjudication or placement. The Rose Tree Media School District contracts with the Delaware County Intermediate Unit (DCIU) to provide regular education and special education services to incarcerated students in the Be Proud Program and the Delaware County Juvenile Detention Center.

Delaware County Intermediate Unit (DCIU) issues the 4605 Form to identify the home district and obtains educational records. The DCIU conducts child find activities, completes the Individualized Education Program (IEP) process, and provides required special education services for special education students. Staff from the DCIU and Rose Tree Media School District collaborate throughout the year to review enrollment, programs, and service delivery to incarcerated students.

Least Restrictive Environment

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

Ensuring Maximum Integration

Programming of Special Education Students for Maximum Integration:

At each IEP meeting, the IEP Team always reviews the student's present educational levels, needs, and goals to determine if these needs and goals can be met in the regular classroom setting, with supplementary aids and services, based on the student's current performance. Additional classroom support may include paraprofessional support, support from related service providers, special education teacher support, or other certified teacher support. If it is determined that the student requires a more specialized educational program, then the student may be programmed for in a more restrictive environment so that they may be provided instruction required for he/she to make meaningful progress. Those students instructed outside the general education setting require

scientific, research-based remedial curriculum and/ or an extensively modified curriculum. The District continues to evaluate the LRE percentages of special education students and to work diligently to meet Indicator 5 targets on the State Performance Plan. This has resulted in a LRE percentage of 66.2% for the 2016-2017 school year for those students educated inside the regular class 80% or more of the time, indicating an improvement over the 2011-2012 percentage of 11.6%. The 2016-2017 state target for this Indicator is 62.4% and the SPP target is 65%.

In addition, the district also continues to make progress in reducing the number of students educated in other settings. The current percentage of 6.6% for the 2016-2017 school year reflects an improvement from 6.9% in the 2015-2016 school year, 7.9% for the 2014-2015 school year, and 9.4% for the 2013-2014 school year. The state target for the 2016-2017 school year is 4.9%. The Special Education Supervisors attend IEP meetings for each student in educational placements outside the District. At each of the IEP meetings, programming in the least restrictive environment with supplementary aids and services to meet the student's needs is addressed. The IEP team discusses the student's return to district programming when appropriate.

Special Education Administrators have attended workshops offered by PDE and PATTAN on topics that include autism in the work place, social-emotional learning, collaborative problem-solving, post-secondary transition, AEDY, anti-bullying, assistive communication, and behavioral strategies. Since September of 2018, 28 students have been returned from out-of-district placement and 99% of students transitioning from Early Intervention have transition to in-district programs. The students who remain placed in out-of-district placements include those who are medically fragile with multiple disabilities, students with severe behavioral challenges including aggressive and self-injurious behaviors, and students with deafness or blindness.

Supplementary Aides and Services Utilized By the Rose Tree Media School District:

Collaborative :

Adults working together to support students

- Scheduled time for coplanning and team meetings
- Instructional arrangements that support collaboration (e.g., coteaching, paraeducator support)
- Professional development related to collaboration
- Collaboration with community agencies
- Consultation with transition coordinator

Instructional: Development and delivery of instruction that addresses diverse learning needs

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials/curriculum
- Changing method of presentation
- Using reader services
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)
- Job coaching

**Physical :
Adaptations and modifications to
the physical environment**

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
- Sensory room
- Assistive technology and communication devices

**Social-Behavioral Supports and services to increase
appropriate behavior and reduce
disruptive or interfering behavior**

- Social skills instruction
- Counseling supports
- Individualized behavior support plans
- Modification of rules and expectations

- Cooperative learning strategies
- School-based psychology services
- Behavioral consultants
- Explicit instruction of soft skills

To support programming for students in the least restrictive environment, the following initiatives were completed since 7-1-14.

Special Education Supervisors attend IEP meetings of student currently attending programs outside of the school district. Extensive review of current programs and supports needed will enable special education supervisors to facilitate the return of students to the school district. So far we are in the process of returning 9 students to district in September 2014.

Provision of special education programming in house for students transitioning to the school district from early intervention. The school district transitioned 26/28 early intervention students to in-district programs.

Development of a core extension support block in the secondary schools to ensure supports are provided to all students without missing initial instruction. This enables students with IEPs to receive support along side of their general education peers thus lower their percent of time in a special education setting.

Extensive review of PSSA scores and the IEPs of students who scored near proficient or proficient. IEPs were revised to reflect the general education setting for proficiency or near proficiency area subjects.

The school district hired a transition coordinator so transition programming could be developed in-district. The district developed partnerships with community business to offer students career coaching opportunities in the community by school district staff.

The school district built an in-district apartment to assist students in developing independent living skills.

Executive functioning training is provided to all middle school students.

Elementary:

Supports are provided to students on an intensifying level through a data informed decision-making model. Data meetings occur three times throughout the school year to review the progress of all students by analyzing benchmark data from universal screeners that indicate if students are making appropriate progress. Students who are deemed to not be making adequate progress are provided Tier II interventions which are designed to provide more intensive interventions with frequent progress monitoring to evaluate the effectiveness of the interventions. When progress monitoring data indicates that the student is not making appropriate progress, interventions are intensified which may include referral for a multidisciplinary evaluation.

When students are evaluated and found to be eligible and in need of specially designed instruction, the IEP team convenes to discuss the individual needs of the student and the appropriate level of intervention for the IEP to be implemented in the least restrictive environment (LRE). This discussion begins with a consideration of the regular education environment with the supports of supplementary aids and services. The district provides a full continuum of services including itinerant, supplemental, and full time support. Students who receive an itinerant level of support receive the majority of support in the regular education classroom. The individual needs of each student in the areas of reading, writing, math, and social/emotional development are addressed through an inclusion model, as well as a pull out model. The District also provides a supplemental level of support to students with low incidence disabilities who require a more intensive level of support to meet their needs. These programs also ensure participation in a typical grade-appropriate classroom program to support instruction in the least restrictive environment. Establishment of these specialized district programs has reduced the need to refer students to more restrictive educational placements.

All district staff have participated in staff development offerings regarding Autism Spectrum Disorder. DCIU Behavioral Specialists, DCIU Mobile Therapy Team, DCIU Assisted Technology Coordinator (SETT Process), DCIU Hearing Support Therapist, DCIU Audiologist, DCIU Vision Therapist, and contracted therapeutic facilitators have participated with district staff and parents to address the needs of specific students in the least restrictive environment. The District also receives collaborative and consultative support to meet students' behavioral needs through DCIU and Gamut Intervention Services. In addition, special education teachers participate in ongoing training related to the provision of research-based, scientific curriculum including Wilson Reading Program, Fontas and Pinnel Leveled Literacy Kits, Envision Mathematics Intervention Materials, Edmark, Reading Milestones, and Number Worlds.

Secondary:

When students are evaluated and found to be eligible and in need of specially designed instruction, the IEP team convenes to discuss the individual needs of the student and the appropriate level of intervention for the IEP to be implemented in the least restrictive environment (LRE). This discussion begins with a consideration of the regular education environment with the supports of supplementary aids and services. The district provides a full continuum of services including itinerant, supplemental, and full time support. Students who receive an itinerant level of support receive the majority of support in the regular education classroom. The individual needs of each student in the areas of reading, writing, math, and social/emotional development are addressed through an inclusion model as well as a pull out model. Remedial instruction is provided through scientific research based programs including Write to Learn, Read 180, Math 180, DO the Math Now, Achieve 3000, and the Premier Executive Functioning Program. Additional software programs are also available to assist those students who need reinforcement of instruction to make adequate progress. Collaborative and consultative support through Elwyn's technical and training program for

students with autism is also available at the secondary level.

The District has also established a flexible high school program, The Simon Youth Rose Tree Media Academy, to address the needs of regular education and special education students who have difficulty managing a traditional high school program. This program has reduced the need to refer high school students to more restrictive educational placements outside the district and has supported a 98% graduation rate.

Secondary special education teachers have participated in training to improve literacy and mathematics including Read 180, Math 180, Do the Math Now, and System 44 trainings. As with elementary special education teachers, DCIU Behavioral Specialists, DCIU Mobile Therapy Team, DCIU Assisted Technology Coordinator (SETT Process), DCIU Hearing Therapist, DCIU Audiologist, contracted therapeutic facilitators, and DCIU Vision Therapist have participated with district staff and parents to address the needs of specific students in the least restrictive environment. The District has participated in Indicator 13 Transition training and launched a new initiative in 2014 to improve the transitional support services to students ages 14 to 21.

This new initiative includes a dual-facted approach to supporting students' development of independent living and vocational skills. Students develop and strengthen independent living skills such as meal planning and preparation, budgeting, laundry, housekeeping and fulfilling leisure time in a mock apartment setting within the high school. Students participate in weekly community outings that support travel training and navigating their local community. In addition, job coaching occurs in local businesses to support vocational skill development. Many of these opportunities have led to competitive employment for our students after graduation/post-21. The program collaborates with community agencies including OVR, OID, Main Line Rehab to assist families in accessing post-secondary supports, including waiver attainment. To assist in evaluating students needs in the areas of functional academics and vocational skills, the Conover Online Functional Academic Modules and Vocational Assessments are utilized.

Behavior Support Services

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

The Rose Tree Media School District School Board PBSP Policy 113.1 includes all the required regulatory components including the use of research based practices and techniques, training and retraining of school personnel on the use of PBSP, de-escalation techniques, and emergency responses. The LEA utilizes effective techniques to teach socially appropriate alternative skills and reduce problem behaviors. A school wide positive behavior support program is in place in the

schools to reinforce universal behaviors around three themes: Be Ready, Be Responsible, Be Respectful. The LEA reports all incidences of the use of restraints through leaderservices.com as required by PDE and notifies parents when a restraint is used and offers an IEP meeting within 10 days of the restraint. Student files for those students who have experienced a restraint include all appropriate documentation. When the IEP team checks that the student exhibits behavior that impedes his/her learning or the learning of others under Special Considerations on the IEP, the student has a behavior support plan. The PBSP is developed based on a FBA and becomes part of the student's IEP. When the use of restraints are indicated in a student's IEP as part of a PBSP plan, the IEP outlines when a restraint will be used in conjunction with the teaching of socially acceptable alternative behaviors.

The district provides annual training for a team to be trained in Crisis Prevention Intervention training. Using a train-the-trainer model, other school personnel are trained in crisis prevention and intervention. Paraprofessionals are also trained by the Intermediate Unit in the implementation of crisis prevention and intervention. For those students whose IEP's indicate the use of restraints, a plan is in place to eliminate the use of restraints through the application of PBSP. The IEP teams of students who require the use of restraints are aware that prone restraints are prohibited. Current training reflects the most up-to-date regulations regarding the use of safe techniques for the use of physical restraints. The District has also participated in professional development related to SWPBS offered by PATTAN.

Through a partnership with Elwyn Technical Services Division, the district provides two clinical psychologists as a service to students needing school-based psychological services. An additional clinical psychologist is contracted by the District to provide these supports as well. The psychologists provide individual and group counseling services as determined by the IEP team. These psychologists also facilitate the implementation of social skills in the emotional support program. All guidance counselors are also SAP trained. There is a SAP coordinator contracted through Holcomb Behavioral Health at the secondary level. Additionally, the four district school psychologists evaluate students for services and provide consultation to teachers about specific students. In some cases, they also conduct individual and/or group counseling sessions related to specific issues. The school psychologists also conduct FBAs, develop Behavior Plans, and provide crisis intervention support, as needed.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. 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.

The District offers a full continuum of services including placements in programs offered by the Intermediate Unit and approved private schools and is able to successfully program for all students. Last year, the District required the assistance of the interagency process to find placement for a student who qualified under Cordero.

2. 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.

Elementary Students:

The Rose Tree Media School District is able to provide programming for students with a wide range of educational needs. Students identified with intellectual disabilities, autism, sensory impairments, orthopedic impairments, specific learning disabilities, speech and language impairments, other health impairments, and/or emotional disturbance are programmed for through a comprehensive learning support model. Varying levels of support including an intensive learning support program for students with low incidence disabilities, as well as learning support services for students with high incidence disabilities is available. These programs also ensure participation in a typical grade-appropriate classroom program, to support inclusion and instruction in the least restrictive environment. Establishment of these specialized district programs has reduced the need to refer students to more restrictive educational placements. When students cannot be served within the LEA, the LEA works collaboratively with approved private schools and the Intermediate Unit to review programs that offer more intensive supports.

Secondary Students:

The Rose Tree Media School District is able to provide programming for students with a wide range of educational needs. Students identified with intellectual disabilities, autism, multiple disabilities, specific learning disabilities, speech and language impairments, orthopedic impairments, other health impairment, sensory impairments, and/or emotional disturbance are programmed for through a comprehensive model of supports including learning support, emotional support, and life skills. At the high school level, students may also participate in a flexible high school program at the Simon Youth Rose Tree Media Academy. This program offers a greater level of individualized attention, self-paced learning using a web-based curriculum aligned with the Common Core Standards and intensive transition supports through contracted services. The District has a dedicated transition coordinator and teacher to facilitate activities allowing students ages 14 to 21 to explore post-secondary education, employment, and independent living options.

At the elementary and secondary levels, the District continues to face challenges in programming for students with multiple disabilities with medical fragility, severe autism, and severe emotional disturbance. The limited number of students in each of these categories makes it difficult to effectively and efficiently program for these students in district with regard to the level of specialized services that they require to appropriately meet their educational needs. The District continues to be challenged with developing programs under the fiscal restraints of Act I. In order to meet the needs of students identified with social and emotional needs, the District has interagency relationships with Crozer-Chester, Elwyn, Holcomb, and Child Guidance. Thorough collaboration with these agencies, the District is able to work cooperatively to meet the needs of the students who require these services.

3. Information regarding expansion of the continuum of services planned during the life of this plan.

Secondary:

The District will continue to expand the ability to program for life skills at the secondary level including adding an additional life skills classroom at the high school. The District is also continuing to expand its post-secondary education, employment, and independent living options for students eligible for transition services.

Strengths and Highlights

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

Curriculum Delivery Information:

The general education curriculum is the foundation for all instruction in the District. Elementary and secondary special education teachers participate with regular education teachers in grade level, team and/or department meetings, as well as curriculum training opportunities. Special education teachers participate in curriculum training with their respective grade level, team, and/or department content area teachers throughout the school year. When a new textbook adoption occurs, special education teachers participate with regular education teachers in the selection of the new program and are trained in its use.

Most students are included in the regular education classroom for science and social studies.

Support by a special education co-teacher or paraprofessional may also be provided for those students who require additional support in these classes. Common Core Standards are addressed in regular education and special education in all content areas, with individualized instruction for each student as needed. Specialized instruction in reading, writing, and mathematics is offered to students who perform below benchmarks on universal screeners and require alternate curriculum to supplant or supplement regular education curriculum in order to make meaningful progress. In addition to the core content classes, intensive support is also offered at the secondary level in the areas of work completion and study skills for those students who need this type of support. The District implements a data informed, decision making model for general and special education students. This model ensures that the core curriculum is effective for at least 85% of the student population and that the core curriculum is implemented with fidelity. In the general education environment, this includes the MTSS model, data conferencing, and benchmark meetings. In the special education program, progress-monitoring data is utilized to evaluate if instruction is effective in supporting students to achieve their individualized goals as stated in their Individualized Education Program (IEP).

Training for the special education teachers has included: Read 180, Math 180, Do the Math Now, The Wilson Reading System, Project TEACCH, Responsive Classroom, Teachers College Readers and Writers workshop, Project READ, Write to Learn, AIMS WEB, DIBELS, Indicator 13, and Assistive Communication. As new curriculum is chosen, training for special education teachers is implemented to ensure delivery with fidelity. Turn around training is an integrated model of the staff professional development.

Intensive Learning Support and Life Skills Programs:

The District has strategically planned and implemented a seamless K-12 special education program for those students with low incidence disabilities. This has resulted in maximizing students' ability to have their needs met through in-district programming and as well as their participation with non-disabled peers. The general education teachers and staff have developed professional capacity in meeting the needs of these students which has led to maximizing effective inclusion experiences.

The Simon Youth Rose Tree Media Academy (SYA):

The Simon Youth Rose Tree Media Academy (SYA) is flexible high school program located in the district that serves regular education and special education district students who are identified as not profiting from the traditional high school program. The SYA provides a web-based curriculum delivery model supported by regular and special education teachers and additional supports for post-secondary planning, including SAT prep and college/employment opportunities to assist with post-secondary planning. Students may also participate in internship opportunities to earn additional credits towards graduation. Group and individual counseling, as well as art, physical education, and world language instruction are also provided to the students.

Autism Training:

Elementary and secondary special education teachers continue to be trained in intensive Project TEACCH Training, offered through The Timothy School Academy and Elwyn Institute/. The District

receives support through Elwyn Training and Technical Institute to maximize professional capacity in meeting the needs of students identified with autism.

Emotional Support Programs:

At the elementary level, a district school psychologist is assigned to two elementary schools. A contracted clinical psychologist supports the district's four elementary buildings to provide individualized counseling services that are identified as needs through the IEP process. The middle school and high school each have full-time district school psychologists. In addition, a clinical psychologist is contracted for each building to provide additional psychological services for 2 days each week. Psychologists see students, with parental permission, in-group and/or individual sessions.

At the middle school and high school, students identified as needing emotional support services have access to the Emotional Support Program. In the middle school, students have a support period during core extension where they receive additional supports including push-in counseling services. In the high school, emotional support students can attend the emotional support class from one period/week up to five periods/week, as determined by their individual needs. In the emotional support program, students who are in crisis can also access the emotional support classroom/school psychologist for deescalation and counseling support.

Life Skill Support Programs:

At the middle school and high school, identified students participate in a program emphasizing functional academics, functional living skills, and vocational/employability skills training in the Life Skills Support Program. Students are involved in a variety of jobs in their schools and across the district. Students may participate in vocational learning experiences through job coaching as well as formal vocational training through the vocational and career technical program offered by the IU. While in the life skills classroom, students work on functional academics, as well as functional living skills, such as cooking, laundry, home maintenance, and prevocational skills. Each week, students participate in at least one community-based trip to work on specific goals/objectives. Many students are included in regular education classes with support. These classes include physical education, art, music, and family/consumer science.

Transition Programming:

All secondary special education teachers have been trained in Indicator 13 (Transition) and how it applies to the IEP. At the IEP meeting for students turning 14 years old during the IEP year, transition information is provided on the transition process to the family. Students in grades 6-12 have transition folders in which to keep their yearly career and interest surveys. The District has a dedicated transition coordinator for the development and implementation of transition supports necessary for students to achieve post-secondary goals. Activities and events, such as participation in career days or college fairs by the student, are logged in the students' folders. An essential component of the transition program is its collaboration with outside agencies such as OID, OVR, AHEAD, Main Line Health Rehab. Additionally, the transition coordinator assists families in the attainment of waivers.

ESY:

The District offers an individualized ESY program to meet the varying needs of students including learning support, life skills support, emotional support, as well as vocational skills, behavioral skills, and social skills. Scientific, research-based programs are implemented in all classrooms.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Be Proud Program	Incarcerated	Delaware County Intermediate Unit #25	0
Lima Juvenile Detention Center	Incarcerated	Delaware County Intermediate Unit #25	0
Elwyn	Nonresident	School District	14

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux CARES	Approved Private Schools	Full time autistic support	1
Davidson School-Elwyn	Approved Private Schools	Full-time autistic support	3
Davidson School-EASY Program , Elwyn	Other	Autistic support provided in neighborhood school	4
HMS School	Approved Private Schools	Full Time Life skills	3
Timothy School	Approved Private Schools	Full time autistic support	2
Vanguard School	Approved Private Schools	Full time autistic/emotional support	2
DCIU-Marple Education Center	Special Education Centers	Full time autistic support	1
DCIU Ithan Elementary School	Neighboring School Districts	Supplemental speech & language	1
George Crothers Memorial School	Approved Private Schools	Full time multiple disabilities	2
MelMark School	Approved Private Schools	Full time autistic support	1
Overbrook School for the Blind	Approved Private Schools	Full time vision support	2
DCIU Swarthmore Rutledge	Neighboring School Districts	Supplemental hearing support	1
DCIU Strath Haven Middle School	Neighboring School Districts	Supplemental hearing support	1
DCIU Strath Haven High School	Neighboring School Districts	Supplemental hearing support	2
DCIU-Delaware County Academy	Special Education Centers	Full Time Emotional Support	1
Lifeworks	Other	Full Time Emotional Support	2
Glen Mills	Special Education Centers	AEDY	1
Camphill Special Schools	Approved Private Schools	Multiple Disabilities/Autism	1
CHAAMPS -CCIU	Special Education Centers	Multiple Disabilities	1
Royer Greaves School for the Blind	Approved Private Schools	Visual Impairment/Blindness	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.5
Locations:				
Indian Lane Elementary School JD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 11	4	0.5
Locations:				
Indian Lane Elementary School JD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.7
Locations:				
Media Elementary School KM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.3
Locations:				
Media Elementary School KM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	9 to 11	4	0.5
Locations:				
Media/M.S.	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.5
Locations:				
Media/M.S.	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.45
Locations:				
Rose Tree Elementary School LS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.55
Locations:				
Rose Tree Elementary School LS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.3
Locations:				
Indian Lane Elementary School RL	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.7
Locations:				
Indian Lane Elementary School RL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.86
Locations:				
Penncrest/M.W.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	20 to 20	1	0.07
Locations:				
Penncrest/M.W.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.07
Locations:				
Penncrest/M.W.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	4	0.5
Locations:				
Glenwood Elementary School JW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	4	0.5
Locations:				
Glenwood Elementary School JW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District

PROGRAM DETAILS*Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	13	0.8
Justification: students are not in classroom at same time				
Locations:				
Penncrest/K.C.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	4	0.2
Locations:				
Penncrest/ K.C.	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	6	0.6
Locations:				
Glenwood Elementary School BH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	5	0.4
Locations:				
Glenwood Elementary School BH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 4, 2018*Reason for the proposed change:* new caseload configuration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 14	6	1
Locations:				

Penncrest	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.2
Locations:				
Indian Lane Elementary School CC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.4
Locations:				
Indian Lane Elementary School CC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 11	4	0.4
Locations:				
Indian Lane Elementary School CC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	11	0.7
Justification: students are not in classroom at the same time				
Locations:				
Penncrest/M.W.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.3
Locations:				
Penncrest/M.W.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.7
Locations:				
Penncrest/K.W.	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.3
Locations:				
Penncrest/K.W.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.5
Locations:				
Media Elementary School LC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.5
Locations:				
Media Elementary School LC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.6
Locations:				
Indian Lane Elementary	An Elementary School	A building in which General Education		

School DM	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.4
Locations:				
Indian Lane Elementary School DM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Caseload includes all full-time students. Change in segments.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 7	5	1
Locations:				
Indian Lane	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	10	0.6
Locations:				
Penncrest/K.M.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.3
Locations:				
Penncrest/K.M.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.3
Locations:				
Rose Tree Elementary School JL	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	0.7
Locations:				
Rose Tree Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: All students are at the level of full-time support.

Change in segments.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 6	8	1
Locations:				
Indian Lane Elementary School SM	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change in caseload configuration

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	19 to 21	2	0.4
Locations:				
Penncrest/T.B.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	21 to 21	1	0.2
Locations:				
Penncrest/T.B.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 21	3	0.4
Locations:				
Penncrest/T.B.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.7
Locations:				
Penncrest High School CH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.3
Locations:				
Penncrest High School CH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017*Reason for the proposed change:* Change in level of support of students on current caseload. New segment added.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.8
Locations:				
Penncrest/S.G.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.2
Locations:				
Penncrest	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	10	0.8
Locations:				
Penncrest High School JS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	2	0.2
Locations:				
Penncrest High School JS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.1
Justification: not all students are in the room at the same time				
Locations:				
Penncrest/W.H.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	0.9
Locations:				
Penncrest/W.H.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.9

Locations:				
Penncrest/J.S.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Penncrest/J.S.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	14	0.9
Locations:				
Penncrest/L.G.	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
Penncrest/L.G.	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017*Reason for the proposed change:* Change in caseload configuration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.1
Locations:				
Springton Lake Middle School KB	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	5	0.5
Locations:				
Springton Lake Middle School kb	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	5	0.4
Locations:				
Springton Lake Middle School kb	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.06
Locations:				
Springton Lake Middle School SD	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	1	0.06
Locations:				
Springton Lake Middle School SD	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	10	0.6
Locations:				
Springton Lake Middle School SD	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	4	0.27
Locations:				
Springton Lake Middle School SD	A Middle School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	13 to 13	1	0.1
Locations:				
Springton Lake Middle School DH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 13	2	0.1
Locations:				
Springton Lake Middle School DH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	6	0.4
Locations:				
Springton Lake Middle School DH	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	6	0.4
Locations:				
Springton Lake Middle School DH	A Middle School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017*Reason for the proposed change:* change in caseload configuration. Segments changed**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.5
Locations:				
Springton Lake Middle School SH	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.8
Locations:				
Springton Lake Middle	A Middle School	A building in which General Education		

School BH	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.2
Locations:				
Springton Lake Middle School BH	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	11	0.7
Locations:				
Springton Lake Middle School CK	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.3
Locations:				
Springton Lake Middle School CK	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017*Reason for the proposed change:* change in caseload configuration. Change in segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	5	0.3
Locations:				
Springton Lake Middle School CM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	0.4
Locations:				
Springton Lake Middle School CM	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.8
Locations:				
Springton Lake Middle School AP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.2
Locations:				
Springton Lake Middle School AP	A Middle School Building	A building in which General Education programs are operated		

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.6
Locations:				
Springton Lake Middle School AV	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.4
Locations:				
Springton Lake Middle School AV	A Middle School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* change in type of support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Life Skills Support	13 to 14	5	1
Locations:				
Springton Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017*Reason for the proposed change:* change in caseload configuration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	2	0.2
Locations:				
Penncrest High School DS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	7	0.8
Locations:				
Penncrest High School DS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* change in caseload configuration**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 9	7	1
Locations:				
Indian Lane Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	9 to 10	2	0.2

but More Than 20%)				
Locations:				
Glenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 9	2	0.2
Locations:				
Glenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.6
Locations:				
Glenwood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 12	6	1
Locations:				
Springton Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	GES, ILES	1
School Psychologist	MES, RTES	1
School Psychologist	Springton Lake M.S.	1
School Psychologist	Penncrest	1
Speech/Language Therapist	MES/GW	1
Speech/Language Therapist	SLMS/PHS	1
Speech/Language Therapist	RTES/IL	1
Speech/Language Therapist	ILES	1
Occupational Therapist	SLMS, RTES, MES	1
Occupational Therapist	GES, ILES, PHS	1
Special education paraprofessionals	MES, GES, ILES, RTES	27

Special Education paraprofessionals	SLMS	12
Special education paraprofessionals	Penncrest H.S.	12
Home/School Visitor	K-12	1
Special Education Supervisor	Secondary	1
Special Education Supervisor	Elementary	1
Transition Coordinator	SLMS/PHS	1
Special Education Director	K-12	0.7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	2 Days
Therapeutic Facilitator-PHS/SYA	Outside Contractor	2.5 Days
Therapeutic Facilitator-SLMS	Outside Contractor	2 Days
Therapeutic Facilitator-MES,RTES,ILES,GES	Outside Contractor	2 Days
Hearing Support	Intermediate Unit	90 Minutes
Autistic support/consultation	Outside Contractor	1 Days
SAP Coordinator	Outside Contractor	2.5 Days
Behavioral Consultation	Intermediate Unit	0.5 Days
Gamut Intervention Services	Outside Contractor	0.5 Days
Assistive Technology Support	Intermediate Unit	0.5 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>The Rose Tree Media School District is committed to providing services in the least restrictive environment for special education students. The Special Education Administrators have participated in Individualized Education meetings for students with Autism at Approved Private Schools and have made recommendations to return several students to district programs, this practice will continue. In addition, in-coming students entering the district from Early Intervention are being recommended to receive supports and services in the Rose Tree Media School District, in previous years students with mild to moderate Autism have been placed in more restrictive settings, outside of the school district. The RTMSD is committed to providing ongoing research based inservice opportunities to all staff so that students with Autism Spectrum Disorder are educated with nondisabled peers in the LRE.</p> <p>Aligned with this goal, the RTMSD will maintain collaborative relationships with Elwyn Technical and Training Institute, DCIU, Mental Health Agencies, Gamut Intervention Services and other organizations committed to helping students and families so that they may remain in their neighborhood schools. These services will be aimed at increasing the professional capacity of all staff who support the educational program of the students, working directly with students and the IEP team, and providing professional development to staff throughout the school year on a variety of topics related to meeting the needs of special education students. Additionally, the district will provide ongoing inservice opportunities to new teachers, current special education and general education teachers, paraprofessionals, related service providers and administrative staff.</p> <p>Workshops will focus on helping staff develop understanding about structured teaching, social skill lesson development, inclusion, sensory needs, positive behavior supports, and augmentative communication devices used to assist students with communication needs. Also, IEP Teams will make recommendations and provide assistance in developing</p>
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individualized educational plans that will promote positive growth within the home and school environment. The Rose Tree Media School District's inservice opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams, and guided practice with individuals.

Highlights from previous plan that will continue:

Transitioning students from outside placements into school district programs

Placing Early Intervention students into school district programs instead of outside placements

Providing inservice to special education teachers, general education teachers, paraprofessionals and administrators

Developing collaborative partnerships with other providers

Building professional capacity regarding use of assistive communication devices

Building capacity to manage students with significant behavioral needs

New initiatives since the development of the previous plan:

Extensive integration of communication devices into the school environment

Use of core words across settings so students are continually reinforced

Identification of priority skills so students are instructed in a systematic strategic way increasing their ability to interact with and communicate with nondisabled peers

Initial, partial and full implementation of communication devices for all students with complex communication needs

Modeling implementation of communication devices for all staff

	<p>Training support staff who work with students with complex communication needs</p> <p>Facilitating shared resources among staff who work with students with complex communication needs</p> <p>Planning and implementation of sensory rooms in all buildings</p> <p>Collaboration between the related service providers and school personnel so all individuals are up to speed related to sensory and communication initiatives</p> <p>Continued work related curriculum acquisition for students with complex communication and sensory needs</p> <p>DCIU consultation for behavior needs, communication needs, reading instruction , transition for students an Autism diagnosis</p>
Person Responsible	Director of Pupil Services and Special Education
Start Date	8/27/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	20
Provider	Rose Tree Media SD
Provider Type	School District, PATTAN and DCIU Trainings
PDE Approved	No
Knowledge Gain	Special Education Administrators, Coordinators, Teachers and Related Service Providers do and will continue to participate in a

	<p>variety of training sessions offered through the DCIU, PATTAN and within the school district to support students with an Autism diagnosis.</p> <p>Assistive Tech training for special education teachers and speech therapists</p> <p>Behavioral consultation to assist with challenging behaviors in the school setting</p> <p>Transition planning- Counsel and Coordinator sessions</p> <p>Social Security Planning Benefits Workshop</p> <p>Executive Functioning Training</p> <p>De-escalation and Restraint Training</p> <p>Curriculum consultation</p> <p>Post-Secondary Training Sessions</p> <p>Autism Training Sessions</p>
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

	Progress monitoring logs, student observation, IEP Goal Progress
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Behavior Support

<p>Description</p>	<p>A School-Wide Positive Behavior Support Program was implemented in during the 2015-2016 school year. A universal behavior matrix was identified with the following three themes: Be Respectful, Be Ready, Be Responsible. Lesson plans and activities were developed for the elementary schools and are being implemented during morning meeting as part of the Responsive Classroom Program. In addition, through faculty meetings and presentations, all staff have been in-serviced regarding the common behavioral expectations for students around these three themes. Visual aids, assemblies, and school wide incentives have been developed to support this initiative. This past year, SWPBS was implemented at the middle school level and a fourth “R”, Be Resilient was added. This current school year, the elementary schools participated in formal training with PaTTAN in the SWPBS model including collecting and analyzing data around office detention referrals and discipline records to identify areas/skills that needed behavioral reinforcement. With the completion of this training, all four elementary schools will be at full implementation of a Multi-tiered System of Support (MTSS) model. Implementation plans for the next three years include training and use of the Problem-Solving Approach (Ross Greene), beginning at the middle school level.</p> <p>Highlights:</p> <p>Schoolwide Positive Behavior Support Program in each building</p> <p>Use of universal behavior matrix</p> <p>Responsive Classroom</p> <p>Use of universal screeners to assess social-emotional learning and systematic analysis and data conferencing to evaluate strength of SWPBS program and assess student needs.</p> <p>Targeted Tier II and III Interventions including individualized counseling, individualized behavior support plans, and a dedicated clinical psychologist contracted as a therapeutic facilitator to meet the needs of Tier III students.</p>
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Person Responsible	Building principals; Director of Pupil Services and Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	25
Provider	District and contracted provider
Provider Type	Non-profit Organization
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Podcast</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities
Evaluation Methods	Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Analysis of data on universal behavioral markers-ODR, discipline; Checklists related to Problem-Solving Approach.

Paraprofessional

Description	The Rose Tree Media School District is committed to providing paraprofessionals with ongoing training related to the Pennsylvania Competency Standards. Each professional development day will be devoted to increasing paraprofessional's knowledge and understanding of students with special needs. These informational trainings will be implemented with fidelity to support state requirements regarding proficiency with the Competency Standards. The school district's focus is to build professional capacity. RTMSD has and will continue to provide paraprofessionals with at least 20 hours of training per year. Training will be provided in large and small group settings
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	<p>depending on the topics.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction; school based teams, and guided practice with individuals. Outside collaboration with the DCIU and PaTTAN will also be implemented. Notification of in-service opportunity will be posted on MyLearningPlan.com and through the district website. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training.</p> <p>Highlights:</p> <ul style="list-style-type: none"> *Working with students with Autism Spectrum Disorder *Working with students with a Learning Disability * Behavior Support * Inclusion * Understanding the disability categories * Understanding Mental Health Disorders * Data Collection Tools * Understanding the role of a PCA and how to support a student * Understanding the IEP * SAS Toolkit * Medical Access
Person Responsible	Director of Pupil Services and Special Education; Elementary and Secondary Special Education Supervisors
Start Date	7/1/2014
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6
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# of Sessions	4
# of Participants Per Session	60
Provider	School Personnel
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
Training Format	LEA Whole Group Presentation School Whole Group Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Follow up with paraprofessionals to see carry over in their

	individual roles.
Evaluation Methods	Observation of learned skills and communication with building administrators and teachers

Reading NCLB #1

Description	<p>The Rose Tree Media School District is committed to literacy. All students will be provided with appropriate reading instruction to ensure literacy. RTMSD has a comprehensive model for delivering reading instruction to all elementary level students. This model continues in the middle school through seventh grade and will be implemented in eighth grade beginning in the 2018-2019 school year. The use of the Columbia University Teacher's College methodology, along with other supplemental intervention programs, provides students with a balanced literacy approach to reading that includes intervention and differentiation. Over the next 3 years the RTMSD will focus professional development at the middle school level related to use of the Columbia Teacher's College methodologies as well as the use of other intervention programs and differentiated instruction.</p> <p>After analysis of AYP data, formative, and summative assessments associated with the special education subgroup at Springton Lake Middle School and Penncrest High School, the Rose Tree Media School District implemented Read 180 Next Generation and System 44 in grades 6-12 special education in the 2015-2016 school year. Read 180 Next Generation is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4-12. The scientifically researched based program is designed for any student reading two or more years below grade-level. Read 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. The instructional model consists of rotation through whole group Instruction lead by the special education teacher, small group differentiated instruction by the special education teacher and independent reading using leveled text and instructional software. Systematic screening and progress monitoring are the cornerstone of the program and provide teachers with continual student progress to ensure differentiation. The Rose Tree Media School District is committed to providing on-going professional development to the special education teachers delivering the Read 180 Next Generation and System 44 to ensure program implementation</p>
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	<p>and sustainability for this reading initiative. The District continues to conduct a mid-year and end-of-year gains analysis of the data to monitor the progress and achievement of all special education students in the area of reading.</p> <p>Highlights:</p> <p>Continued professional development of elementary special education teachers related to teaching of close reading strategies including text-dependent analysis.</p> <p>Professional development and coaching related to the implementation of a Multi-tiered System of Support (MTSS) including effective use of data conferences to analyze student data and implement effective and differentiated instructional strategies.</p> <p>Seasoned special education teachers will continue to work with new special education teachers to provide training so that all special education teachers are up to speed related to current instructional practices in the area of reading.</p> <p>As part of induction, all newly hired teachers will be provided training in the current reading methodology and curriculum.</p>
Person Responsible	Dr. Eleanor Dimarino-Linnen, Director of Special Education and Pupil Services
Start Date	8/27/2018
End Date	6/25/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	27
Provider	Assorted
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	The focus of the training in the area of reading will be through an in house model that includes teachers training and mentoring new teachers, including induction. Teachers wil work collaboratively. The sessions listed depict the amount of hours, not actual sessions attended by a large group of individuals.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>

	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>The District has implemented an apartment program to assist the students to begin to develop independent living skills. The apartment program will continue to allow the students to learn skills including health care management, apartment management, health and nutrition, navigating public transportation, selecting leisure activities, and financial literacy. The coordinator has established partnerships with local banks, gyms, and community organizations. The coordinator has also partnered with twenty-seven local businesses and will continue to develop partnerships with businesses based upon student interest. The coordinator will continue relationships with Septa, to allow students to learn to read schedules, purchase fares, and plan trips to their worksites and places of interest.</p> <p>To assist students with exploring post-secondary employment options, the coordinator and other relevant staff will continue to provide the students opportunities to explore their interests and strengths, create resumes, and practice interview techniques to make them viable candidates upon completion of high school. The coordinator and teacher of transition will continue to offer soft skill lessons to prepare students to become efficient problem solvers and self-advocates on the worksite. The District has purchased an online vocational assessment. The coordinator will continue to administer the assessment to students ages 14-21 who have been referred for an assessment. The coordinator will continue to collaborate as a member of the IEP team to provide data and explore opportunities to allow the students to</p>
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	<p>explore areas of interest.</p> <p>As a result of the apartment and job coaching programs, the district has been able to return students from approved private schools to District.</p> <p>The coordinator will continue to host four parent workshops each year. Topics include understanding SSI benefits, accommodations at the post-secondary level, special needs trusts, and waiver funding. Topics will be added based upon student/family need. The coordinator has also partnered with the Office of Vocational Rehabilitation and is the liaison between families and the agency. Students also have the opportunity to participate in OVR early reach lessons one time per month.</p> <p>The district will continue to participate in Indicator 13 trainings with the DCIU. The coordinator will continue to train the teachers on topics including agency involvement and the documentation of activities and services in the transition sections of IEPs.</p> <p>The District is exploring alternative locations in the community for the apartment program to allow students access to local businesses and public transportation.</p> <p>Highlights:</p> <p>Partnerships</p> <p>Employment Options</p> <p>Independent Living Skills</p> <p>Health</p> <p>Parent workshops</p> <p>Creation of apartment program</p>
Person Responsible	Director of Pupil Services and Special Education; Transition Coordinator
Start Date	7/1/2018
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15

# of Participants Per Session	2
Provider	Various
Provider Type	DCIU, Rose Tree Media School District, PATTAN
PDE Approved	Yes
Knowledge Gain	These sessions are on-going throughout each school year and time is adjusted per topic based upon student need
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Parents</p>
Grade Levels	Middle (grades 6-8)

	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>progress reporting, data collection</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer