

Spring-Ford Area SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

857 South Lewis Road
 Royersford, PA 19468
 (610)705-6000
 Superintendent: David Goodin
 Director of Special Education: Daniel Currie

Planning Committee

Name	Role
Kathie Kotch	Administrator : Special Education
Dr. Allyn Roche	Administrator : Special Education
Dr. Tina Weidenbaugh	Administrator : Special Education
Linda Fazzini	Board Member : Special Education
Christina Mellon	Board Member : Special Education
Robert Catalano	Ed Specialist - Instructional Technology : Special Education
Stephanie Compton	Ed Specialist - Other : Special Education
Dallas Groshardt	Ed Specialist - Other : Special Education
Tracey Polim	Ed Specialist - Other : Special Education
Jen Smith	Ed Specialist - Other : Special Education
Melissa Yonchuk	Ed Specialist - Other : Special Education
Kristin Beideman	Ed Specialist - School Counselor : Special Education
John Hughes	Ed Specialist - School Counselor : Special Education
Elaine Sandilos	Ed Specialist - School Psychologist : Special Education
Crystal Stubbs	Ed Specialist - School Psychologist : Special Education
Reesa Wurtz	Ed Specialist - School Psychologist : Special Education
Katie Ellor	Elementary School Teacher - Special Education : Special Education
Gerard Rogers	High School Teacher - Regular Education : Special Education
Aimee Oblak	High School Teacher - Special Education : Special Education

Sarah McMonigle	Middle School Teacher - Special Education : Special Education
Krista Brown	Parent : Special Education
Leighann Graham	Parent : Special Education
Jeff Lawton	Parent : Special Education
Ping Lawton	Parent : Special Education
Tricia Taylor	Parent : Special Education
Dan Currie	Special Education Director/Specialist : Special Education
Katie Davis	Special Education Director/Specialist : Special Education
Dave Krakower	Special Education Director/Specialist : Special Education
Christine Raber	Special Education Director/Specialist : Special Education
Kimberly Bast	Student Curriculum Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1384

Identification Method

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

Currently, the district uses the discrepancy model for identifying students as learning disabled.

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>

The District has reviewed the most recent available data from the Special Education Data as of December 1, 2016.

IDEA Disability Category	District Percentage	State Percentage	Significantly Disproportionate?
Autism	11.2%	10.7%	NO
Deaf-Blindness	----	0.0%	NO
Emotional Disturbance	8.0%	8.5%	NO
Hearing Impairment (Deafness)	1.2%	1.0%	NO
Intellectual Disability (Mental Retardation)	3.6%	6.5%	YES
Multiple Disabilities	-----	1.1%	NO
Orthopedic Impairment	-----	0.2%	NO
Other Health Impairment	17.3%	14.9%	YES
Specific Learning Disability	44.2%	41.8%	NO
Speech and Language Impairment	13.3%	14.7%	NO
Traumatic Brain Injury	----	0.2%	NO

Visual Impairment (Blindness)	----	0.4%	NO
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The District have identified the following classification areas as *significantly* disproportionate when compared to the state average.

1. Intellectual Disabilities(Mental Retardation) District- 3.6% State- 6.5% The District has already begun to review data associated with the identification of students with Intellectual Disabilities (ID). Supervisors of Special Education have had discussions with the school psychologists regarding evaluation procedures and criteria. Psychologists have protocols to follow if a student's Full Scale IQ score is below 70. Some other areas discussed are: 1.) some students identified for special education services at a young age do not met the criteria for Intellectual Disabilities and psychologists are hesitant on labeling a young student with ID until they have more structured education and experiences; and 2.) We have a number of students who have ID as a secondary disability who are not reflected in the data (because the state and district data are reported based on primary disability).

2. Other Health Impairment- District- 17.3% State- 14.9%- The District has been working over the past year on examining our use of the other health impairment category. We have been analyzing data by school, disability type and type of support. Multiple meetings have been held with psychologists, principals, special education teachers, general education teachers and parents. What we are finding is that more and more students are coming into programs with medical diagnoses (i.e. Sensory Integration disorder; Attention Deficit Disorder; and various mental health issues) which have a significant impact on their access to instruction. In some cases, students may not have enough exposure to the curriculum to be identified with a specific learning disability, but have a condition that qualifies them under OHI.

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?

Child Find requirements for 1306 students- The District locates students which are thought to be exceptional in 1306 Placements through the Child Find process. This process occurs throughout the year and provides information regarding the evaluation and IEP process. Several mediums are used to notify the public of the child find process. Child Find notices appear in local newspapers, are displayed on the District website, and information is at the District Office regarding contact information for students who may need an evaluation to determine eligibility and a need for special

education services. The District works closely with the Intermediate Units to ensure that they are informing the public about Child Find requirements through their own website and newspaper notifications on behalf of the District.

The District ensures that students are receiving a Free Appropriate Public Education (FAPE) in the least restrictive environment by starting the discussion at the IEP meeting. The IEP team discusses what supplementary aids and services are to be included in the general education environment. In addition, the District has co-taught classes in grades 5-12 which ensure that students are included in the general education environment with additional support. Students who attend the Western Montgomery Career and Technology Center and complete work experience programs within the community are being educated in the least restrictive environment.

Students who transfer into the District with an existing IEP participate in an IEP meeting with the guidance counselor, special education teacher, regular education teacher, parents/legal guardians and/or principal/special education supervisor. At this meeting records are reviewed and the IEP is accepted and implemented immediately. A new IEP is written within 30 calendar days. The District works collaboratively with sending districts, agencies, parents, and students to ensure that all information is received in a timely manner. The records may include Evaluation Reports (ER), IEPs, health records, transcripts, discipline records and any other pertinent information to ensure that the student receives services detailed in an IEP that is approved by the parent in the Least Restrictive environment.

Problems and barriers may exist when the records are incomplete, outdated or received at a later time. Another barrier may include records from another state in which the services are different from state to state. Communication occurs immediately with the sending district upon notification that a student with an IEP has registered with our District registrar.

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).

If students are incarcerated and are thought to be eligible for special education, the District works in conjunction with the local Intermediate Units through the Child Find process. The Montgomery County Intermediate Unit (MCIU) and Chester County Intermediate Unit (CCIU) offer programs at the local youth detention center for students who are eligible for special education. If needed, the MCIU or CCIU will provide complete psycho-educational evaluations or re-evaluations to determine a Free Appropriate Public Education program for the students who are served in the local youth detention center or prison. The district works closely with the probation officers to ensure that students are receiving appropriate special education services and that we are in communication with county agencies surrounding any updates or issues with students who are incarcerated. Information is provided to assistant principals, guidance counselors and special education supervisors. If a student is adjudicated in a setting outside of the Least Restrictive Environment, this information is shared with the schools. School personnel attend meetings to ensure that the District is providing oversight to students who are incarcerated.

Least Restrictive Environment

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

1. The IEP team develops present levels of educational performance, goals and objectives, and specially designed instruction to enable the student to make progress in the general education curriculum, relative to the student's goals and needs and setting to the maximum extent possible. Teams begin with the presumption that a student with a disability can access and meaningfully participate in the general education curriculum with supplementary aids and services. IEP teams discuss the full range of supplementary aids and services prior to recommending removal from the general education classroom. Supplementary aids and services include but are not limited to the following: modifications to curriculum and assessments, accommodations, assistive technology, positive behavior support plans, sensory breaks, etc.

If a student is exhibiting significant behavioral difficulty which is affecting their learning or the learning of others, the IEP team will complete a Functional Behavioral Assessment (FBA). An IEP team will develop a positive behavior support plan for a student whose behavior disrupts their learning or that of others when other behavioral interventions are unsuccessful. Additional interventions may include social skills instruction, counseling, or behavior specialist intervention or consultation. If an itinerant level of service is not providing the student with an opportunity to access his or her education, and supplementary aids and services have been exhausted, a supplemental level of services may be provided to assist the student in learning the skills necessary to access his or her education. Prior to placing a student outside the district, supplemental level of service would be considered within the district.

In our district, all nonacademic and extracurricular activities are open to students with disabilities. Supplemental aids and services are provided to facilitate participation if deemed necessary by the IEP team. Peer mentors are often available during extra-curricular activities to increase social skills and to develop leadership of same-age peers. Accommodations, adaptations, and modifications are made to such activities to facilitate participation, except, in the case of extracurricular activities, when such adaptations or modifications alter the fundamental nature of the activity (i.e. when a modification would require exemption from or alteration of an essential rule of interscholastic

competition as defined by the PIAA).

2. The district has made advances towards providing intensive levels of support within the general education environment. These efforts include: professional development to support co-teaching and differentiation through both the Intermediate Unit and PaTTAN, scheduling classes to allow for supports, and an increase in special education staffing to support students in the general education environment. In addition, the district has made cohesive efforts to keep students in their home school setting by increasing the continuum of services within the district. In the last 5 years, the district has expanded its autistic support program, added two classes for full time emotional support, began a virtual academy, expanded work opportunities within the local community, and hired an additional behavior specialist to support students. Technology has also played a role in supporting students in the general education environment. The addition of laptop carts, iPads, Google Chromebooks, utilization of text to speech and speech to text applications have assisted students in being independent in the general education setting.

The district's focus on positive mental health for its students has also increased the continuum of service available within the district. Staff and parents have been trained in QPR, a set of steps when responding to a mental health crisis in individuals. Students at the high school level participate in resiliency teams that spread the message to other schools in the district. Mindfulness training has allowed these positive strategies to be available to all students, due to training at all elementary buildings and optional workshops for teachers at the secondary level. In addition, the district has increased the number of school counselors and contracted with additional Lakeside counselors. These services are available to provide individual and group counseling in grades K - 12. These services are often included in the Individualized Education Plans (IEPs). Every effort is made to support a students' mental health needs to avoid interruptions in educational programming.

The district has been implementing an action plan to improve the continuum of service provided with a focus on the itinerant service level. Each building has an action plan to increase services in the least restrictive environment of the general education classroom. The district continues to have a goal to include as many students as possible in our home schools. In addition, the monthly enrollment reports have been updated to include the itinerant numbers for each building. Each month, principals are asked to review their enrollment data and coordinate a focus on increasing itinerant populations.

In addition, the District participated in Project Max for three years, and continues to utilize the strategies that support maximizing access to the PA Core. Project Max is a PaTTAN initiative designed to support and promote access to the PA Core for students with complex needs.

3. The district has met the SPP targets for all areas of Indicator 5 (Educational Environments). In the last full Penn Data report in 2015, the district met the SPP target for students at an itinerant level after many years of focusing on this goal. An itinerant level of service is indicated when the student is included in general education for 80% or more of the school day. The district currently includes 64% of special education students at an itinerant level. The SPP target was 63.1%. This SPP target is met by being higher than the target. Students with specific learning disabilities are placed into supplemental placements when the team decides the student needs replacement instruction to meet their IEP goals. All buildings implemented specific action steps to increase the provision of

supplementary aids and services within the general education classroom.

The following disability groups tend to have higher numbers of children who receive replacement instruction or placement in special classes and settings, or both: 1) children with intellectual disabilities; 2) children with moderate to severe autism; 3) children with moderate to severe multiple disabilities; 4) children with severe health impairments; 5) children with emotional disturbances that are seriously affected by the social, emotional, and environmental stimuli common to regular school environments; and 6) children with severe learning disabilities that do not demonstrate the expected rate of acquisition and retention of basic reading and math skills when exposed to evidence, research-based early reading and math instruction. If it is necessary for a student to be placed in a more restrictive environment, communication with the outside placement is ongoing and collaborative to ensure the student is making meaningful progress and to ensure plans for transitioning the student back to the home district when it is appropriate. The district meets the SPP target for students placed in the general education classroom 40% or less with only 5.4% of students placed in this level of programming. This is considerably lower than the SPP target of 8.5%, which is desired for this target. Currently the district has 63 students placed outside the district. The percent of students placed out of the district (4.5%) is lower than the state average (4.9%) and meets the SPP target (4.6%). This demonstrates the district's commitment to programming for students within the home school environment. Every effort is made by IEP teams to develop programs that will allow students to stay in the district with their peers.

Our data clearly indicates that the itinerant level of service increases as the students move to higher grade levels. Students are also considered for exit from special education in increasing numbers as they meet their IEP goals and demonstrate independence from specially designed instruction and supports.

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 Spring-Ford Area School District's policy regarding behavior supports has been updated to ensure it reflects language and procedures outlined in IDEIA and State regulations. The Local Education Agency (LEA) representative is responsible for ensuring that the district's policy is implemented in compliance with IDEA and Chapter 14. Positive behavior support measures form the basis of our behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

The types of intervention chosen for a particular student are individualized and the least intrusive necessary. An emphasis is placed on teaching positive, age appropriate replacement or alternate

behaviors. The district also has procedures in place to ensure that if and when passive restraint is necessary to ensure the safety of the students and or staff, that strict guidelines are followed to protect all parties involved. A team of staff in each building, and in each particularly relevant program are trained in Crisis Prevention Intervention(CPI) techniques to de-escalate aggressive behaviors, and these certifications are kept current.

The district has expanded its behavioral health services by hiring an additional behavior specialist who provides training, consultation, and direct intervention. The district utilizes behavior support through the MCIU as well. There is a district behavior specialist for grades K - 6 and one for grades 7 - 12. To date, the behavior specialists, who are Applied Behavior Analysis (ABA) certified, have trained all paraprofessionals in ABA strategies, special education teachers on writing positive behavior support plans, and psychologists on conducting Functional Behavioral Assessments. The behavior specialist at the secondary level also helps to run counseling groups with students in the itinerant emotional support programs.

The district has also expanded its behavioral and mental health services in many ways. All secondary, administrative and counseling staff is provided with QPR training (Question, Persuade, Refer) to provide preventative strategies for mental health. All staff was provided with trauma awareness training and the opportunity to participate in Youth Mental Health First Aide (provided by MCIU). An intensive trauma awareness training program was offered to counselors, nurses, psychologists and administrators were provided. The district provides student support counselors through the Lakeside Educational Network. These licensed counselors provide group and individual counseling to students with IEPs and students in crisis. Additional school counselors were added recently at the elementary level, providing better support to students at that level. A preventative approach is asserted with the district leadership when anxiety, anger and depression are impacting behaviors. Counseling, whether short or long term, are considered and implemented when these issues arise. Where appropriate, goals are written into IEPs that relate to mental health needs. In addition, a counselor is assigned to support the 2 full time emotional support programs at the middle school level. Students in the district's full time emotional support programs K - 8 receive daily group counseling services. At the high school level, students in need of emotional support receive daily coaching from emotional support teachers as well as group and individual counseling on a regular basis. Counselors support students in all programs when behavioral or mental health are impacting their educational program, socially or educationally.

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.

If our District has difficulty ensuring Free and Appropriate Public Education (FAPE) for an individual student or a particular disability category, we partner with surrounding districts, agencies, private academic schools, approved private schools, alternative schools, partial hospitalization programs or Intermediate Units for potential programming options for the student. A referral is made to any program with parent permission. An intake is scheduled to review progress, records, provide an overview of the program and to develop a new IEP. The parent and student visit the potential program with school district personnel involved as well. If a re-evaluation is needed, this is provided to access services and programs as quickly as possible. The District has a Multiple Disabilities Support (MDS) classroom so that students would be educated in their home school district. Additionally, the District has expanded our Intermediate Unit Life Skills class and has 2 MDS classes operating within one of the District elementary school so students can be educated within their home schools. The District has two behavior specialists available for all K-12 schools and students. At every IEP meeting, emphasis is placed upon return to the Least Restrictive Environment. Lastly, co-teaching is available for students in grades 5-12.

The District utilizes an interagency approach to identify, locate and evaluate students with potential need for those hard to place students. The District partners with child serving agencies within the county including Children and Youth, Juvenile Probation and wrap-around agencies to ensure that all participants are at meetings to provide information for appropriate placements for all students. Interagency collaboration results in successful programming for students who are truant, family issues or need extensive support within the school setting and the home. Services may include wraparound support, counseling, training or referral to drug rehabilitation agencies. The District has successfully partnered with Lakeside Educational Network for five intervention counselors who serve as liaisons with any outside agencies, therapists, or release from hospitalization programs. The Intervention counselors also provide direct individual and group counseling. In addition, the District operates its own BrainSteps program for those students with mild or traumatic brain injuries. The team provides supports to students, teachers and parents upon return to school after brain injuries. Consultation with outside medical providers ensure that students receive appropriate programming.

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.

Strengths and Highlights

Administrative support

The Special Education Program in the Spring-Ford Area School District has strong support from the Board of Directors, Superintendent and Assistant Superintendent of Schools. In addition, the support of the Curriculum, Technology and Transportation departments assist with special education programs and services. The District has developed a full continuum of programs and resources to

provide services for students with a wide range of disabilities within the least restrictive environment.

Leadership

The oversight of the special education program is coordinated through four special education supervisors for the elementary, middle and high school level. The special education supervisors work closely with the building administrative teams, school counselors, teachers and the curriculum office. Building administrators structure the schedules so that students can be included to the maximum extent possible with appropriate support. In addition, building administrators work closely with staff schedules to ensure common planning time for co-teaching. Curriculum administrators work closely with school-based administrators to provide support for adaptations, modifications, and professional development. The supervisors of special education meet weekly with the assistant superintendent to discuss programs and improvements.

The strength of the special education leadership has been to articulate the delivery and purposeful planning of special education programs K -12 within the least restrictive environment. There is continual communication among all four supervisors regarding programs, interventions, and state updates which is shared with administrators, staff and parents. In addition, the special education supervisors attend meetings of the Right to Education Local Task Force in Montgomery County as well as county wide Special Education Administrator meetings and trainings at the Intermediate Unit and PaTTAN. One supervisor is the district liaison for the Task Force and updates district special education administrators on its' activities during county meetings.

Child Find Awareness and Activities

The district engages in Child Find activities throughout the school year. This includes annual public notice regarding Spring-Ford's educational programs. The aforementioned notice appears in area newspapers, student handbooks, school calendar, district website, and postings in school buildings and the district office. This is in addition to the Annual Public Notice published by the Montgomery County Intermediate Unit. The District utilizes child study team and/or an instructional support processes in every building. Knowledgeable teachers in all areas help with early identification of students who require additional support. The Response to Instruction and Intervention has expanded to all elementary schools. The district has added Instructional Support Team teachers at the K-4 levels. Data meetings are implemented in each building on a regular basis to intervene for the students who are at risk in achievement. An instructional support child study team process has been implemented at the high school level as well.

Early intervention

Parents are invited to an annual evening workshop to explain the process of transitioning from early intervention to school age. At the transition meetings, parents have the opportunity to meet representatives from the child's home school and learn about the school district. The process allows for a smooth transition to school age for the parents and children. PaTTAN resources are provided to parents during the transition process to assist in understanding the changes from Early

Intervention to school age services. District participation in an Early Intervention transition committee helps to streamline Early Intervention procedures across the county.

Culture of Acceptance

Staff and students at all levels have an awareness and understanding of students with a variety of disabilities which creates a supportive, welcoming and inclusive environment in each building. Students with disabilities participate in extra-curricular and after school activities at all levels. Members of a middle and high school club provide after school mentors and activities for students with disabilities. The buddy program is called RAM Buddies. Students are also invited to participate in a service and leadership club called the Friends in the Community. Supports are provided through after school homework clubs and teacher tutoring. Peer tutoring, the district resiliency program, anti-bullying programs, the Unified Track Team as well as co-teaching and inclusive mindsets have increased the acceptance for all students.

Student Achievement

Buildings have put interventions in place that allow students to make significant gains in reading and math. Those intervention programs include: reading support, Target time, PA Common Core remedial classes, academic support and study support classes. In addition, work study programs and the Future Planning Center at the high school provide guidance and support to students and families regarding post-secondary training and education.

AIMSWEB, a progress monitoring tool, has been expanded district wide to help students, teachers and parents see progress and set goals. The PA Core Curriculum is delivered to all students, which includes alternate eligible content for students who participate in the Pennsylvania Alternate System Assessment (PASA)..

Programs of Instruction

A full continuum of programs is available to students in K-12 ranging from Itinerant to Full-Time programs with an emphasis on the Least Restrictive Environment in the home school. Direct instruction programs such as Reading Mastery, Decoding, Language for Learning, AMP Reading program, Saxon Math and Connecting Math are utilized to supplement the general education curriculum. The co-teaching model is evident in 5th grade through 12th grade. The use of flexible grouping allows each student to interact with a variety of peers. Bullying is addressed at all levels with a pro-social curriculum. Additional programs of instruction and interventions include:

- Project Max
- Competent Learner model
- Wilson Reading
- Visualizing and Verbalizing program
- Social Skills

- Modernizing Learning
- SRA direct instruction programs
- Math-U-See

The District operates a five-week ESY program. Academic instruction is conducted in the morning combined with afternoon programming for social skills, vocational skills, activities of daily living and community-based instruction.

Related services

A wide variety of related services and supports are available for students and school personnel. Many of the related services are provided in the general classroom environment utilizing an integrated model of service. These services and supports include:

- Occupational therapy
- Physical therapy
- Speech and language
- School health services and school nurses
- Hearing Support services
- Vision Support services
- Orientation and Mobility
- Audiological consultation
- Counseling- individual and group
- Psychological services
- Behavior analysis services
- Behavior support services
- 2 district behavior specialists
- Vocational training
- Job coaches
- One-to-one instructional assistants
- ABA and CLM Trained instructional assistants
- Social worker
- Specialized transportation services

- Peer mentoring- RAM Buddies, Friends in the Community, Unified Track Team
- Social Skills group

Secondary Transition

The District supports work experiences for students in community businesses as well as IU programs located within and outside of the district. A transition consultant assists IEP teams with placement, assessment and opportunities for students to gain employability skills and job training. The District has created a Spring-Ford Transitional Employment Program (S.T.E.P) to collaborate with work sites that offer training for students who are supported by district special education paraeducators. In addition, the District has partnered with the Western Montgomery Career and Technology Center and the Intermediate Unit to create a new vocational exploration program called C.E.O. –Career Exploration Opportunity. This program is a half day program designed to acquaint students with vocational programs as well as employability skills including social interaction, task completion and teamwork.

District supplemental and full time learning and autistic support classes at grades 5-12 and the full-time learning support classes at grades 5 to 12 have access to rooms with kitchen and laundry facilities. These areas support IEP goals for independent living skills in a more natural environment to reinforce the transfer of skills and to help with the transition to post-secondary life. In addition, community-based instruction is provided for students at all levels and it reinforces explicit instruction provided in the classroom focusing on social skills, money management and employability skills. Community Based Instruction provides opportunities at the K-12 level for students to generalize skills from the classroom to community area stores, restaurants and other businesses. Skills that are reinforced during the instruction include: independent living skills in the community, social skills, language, behavior and functional reading and math skills. In addition, there is a sensory room with pre-vocational activities and equipment located at the high school.

Transitions between multiple buildings are facilitated in a variety of ways. Teachers collaborate with each other in advance of the transition by sharing materials and adaptations. Parents are provided with orientations specific to special education. Students are provided with multiple visits depending on needs to the new building.

High school students have access to the Future Planning Center which provides guidance with the application to college or technical post-secondary programs. They have access to the Naviance computer based program to assist with post-secondary exploration and planning.

Technology

There are computer labs to accommodate full classrooms of students in all buildings. Teachers have access to Smart Boards, projectors, document cameras, television hook-ups and other technology tools to support instruction in the classroom. Each school has wireless capability.

In addition, various other technological devices include:

- Laptop carts
- Ipads and apps including AAC applications
- Smartboards/ technology
- Text to speech software
- Speech to text software
- Text prediction software
- Audio version software
- Google Documents
- Chromebooks

Finalsite pages on the district website include class assignments and resources. Quizlets and other review activities are regularly posted. Teachers at the high school level are part of Modernized Learning cohorts for training in technology utilizing various programs in their classrooms such as Nearpod, Google Classroom, Padlet, Kahoot, Newsela, Edpuzzle, etc.

Skyward allows IEPs to be instantly available to parents and teachers. In addition, a hybrid learning environment is available at two of the elementary schools- Spring City and Royersford. Students at the high school also have available online courses for credit recovery.

Assistive Technology

The District has established teams in every building to address the assistive technology and service needs of students with disabilities through the Student, Environment, Tasks and Tools (SETT) process. District speech clinicians, supervisors of special education, occupational therapists as well as full-time learning support and autistic support teachers have been trained in the SETT process. In addition, the District works with the Montgomery County Intermediate Unit assistive technology center to provide additional support and training for SETT teams. Students are using speech-to-text and text-to-speech programs, FM systems, Kurzweil software, Bookshare audio books, switch devices and Livescribe Pens. In addition, the district partners with the Montgomery County Intermediate Unit for the Assistive Technology lending library.

Parent Involvement and Support

Parents are encouraged to actively participate in the evaluation, reevaluation and IEP process meetings. The District provides parent meetings in which various speakers provide information and guidance for parents of children with special needs. In addition, the district provides parent workshops: math nights, literacy nights, mental health education, and orientation, to name a few. Transition nights are offered when students are moving to new buildings. Notification is provided

through district website, Facebook, Twitter, Skylert, email and flyers mailed to parents. Parents are included on the Board Curriculum/Special Education Committee, which gives them an opportunity for direct input. In addition, an autism network support parent group (the A-Team) has been organized and supported by the district. Communication occurs through multiple media. Parent participation involves county wide events coordinated by the MCIU; District interagency council and the Local Task Force (a parent support group with a district representative on the board). PaTTAN resources available to parents. The District also assists families with accessing community resources and Medical Assistance. Parents have set up an educational fund and lead fundraisers that bring resources to the students in Spring-Ford (Ice for Autism). Math and Literacy information nights are offered by the Curriculum and Instruction Department as well as transition nights for incoming fifth grade students with a special education component for families of students who have IEP's. Lastly, open and continual communication occurs between staff, administration and parents as evidenced by committee participation to develop the Special Education Plan as part of the District's Comprehensive Plan.

Career and Technology Education

The district is one of three sending districts to the Western Montgomery Career and Technology Center (WMCTC). The program consists of half-day programming at WMCTC and half-day school program at the high school. A monthly meeting occurs with the high school special education supervisor and the WMCTC. A special education teacher is assigned to communicate with the student success coordinators at the WMCTC regarding student progress.

The Western Center for Career and Technology Studies also hosts the Vocational Opportunities in the Career Exploration Opportunity (C.E.O.) program. It is a program that allows students with complex needs to explore various technical programs and gain experience with the soft skills of employment- interviewing, social interaction, and teamwork. The development of this program was a joint venture between the District, the Intermediate Unit and the WMCTC.

Professional Development

The District is proud of the variety of programs for teacher training and staff development. All professional staff is highly qualified. Staff meetings are held each month to update staff on any changes in procedures and to provide training on any issue of need. The curriculum and instruction department offers programs in all instructional areas including use of technology, the reading process, math strategies, etc. Special education teachers work collaboratively with general education staff to select materials and textbooks and to revise and rewrite curriculum. Examples of various training opportunities include: Modernized Learning training, Journeys training; technology training; certifications in Wilson reading; peer to peer trainings; Resiliency training; Nonviolent Crisis Intervention Training, Health and Wellness fairs and a mentoring program for new staff. In addition, teachers are sent to other districts to observe models for new types of classes such as a Multi-disabilities class. Release time is provided for teachers to collaborate to enhance programs and to discuss individual student modifications.

Community Involvement and Support

The District continues to partner with community businesses to raise funds and community awareness regarding special education. The first events were held in 2007 and the funds raised that are available for special education teachers to add new programs and resources to their program. The A-TEAM parent group meets on a regular basis in the community and partners with the school district on local resource fairs and fundraising events that provide resources for teachers and students in the district. Ice for Autism, a fund supported by business partners in the community, provides resources to the special education department through the Education Foundation. The District partners with Special Olympics and attends events with other schools.

Least Restrictive Environment

At the forefront of every IEP team meeting, the discussion begins with the general education setting to determine if the student's needs can be met with supplementary aids and services. More students are being included in general education and continuing efforts emphasize the least restrictive environment. Through collaboration, particularly through implementation of the co-teaching model, the district has continued to grow our LRE percentages. In the 2015 Penn Data report, the district met all three educational environment SPP targets for the state.

Teamwork, Collaboration and Communication

During Evaluation/IEP meetings, representatives from a variety of disciplines work together in developing an appropriate program for each student. Supervisors, principals, counselors, related service providers, behavior specialist, parents and students provide support throughout the process. Students feel comfortable and supported throughout the IEP process. Ongoing communication regarding student progress occurs throughout the school year. A variety of communication methods are in operation: Skylert messages for building level activities and district announcements, Spring-Ford Finals site portal and the RAM Country TV station.

Staff Achievements and Recognition

Several special education teachers have won awards indicating their level of expertise and commitment to the special education program. Those teachers have been selected by senior students to receive the Senior Impact awards for being influential in the students' academic career and success. The Golden Ram Award is given annually to a staff member who is nominated by a student, parent, or other staff member for outstanding service to the district.

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
Meridan Group Home	Nonresident	Spring-Ford Area High School	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Melmark School	Approved Private Schools	Multiple Disabilities Support	5
The Vanguard School	Approved Private Schools	Autistic Support	7
The Anderson School	Neighboring School Districts	Emotional Support	5
Child and Career Development Center (CCIU)	Special Education Centers	Multiple Disabilities and Emotional Support	4
Martin Luther School-Silver Springs	Approved Private Schools	Emotional Support	1
Devereux Brandywine School	Approved Private Schools	Emotional Support	1
HMS School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities	1
Lakeside School	Other	Learning and Emotional Support	2
Overbrook School for the Blind	Approved Private Schools	Multiple Disabilities	1
Lakeside Vantage-Souderton	Other	Learning and Emotional Support	5
Lakeside Vantage-Upper Merion	Other	Learning and Emotional Support	2
Pathway School	Approved Private Schools	Emotional and Autistic Support	3
The Timothy School	Approved Private Schools	Autistic Support	7
Technical County High School(TCHS)-Pickering	Neighboring School Districts	Learning and Emotional Support	8
Bucks County IU	Special Education Centers	Multiple Disabilities	1
Perkiomen Valley Middle School West	Neighboring School Districts	Multiple Disabilities	1
Lifeworks School - Foundations Behavioral Health	Special Education Centers	Emotional and Autistic Support	4
Camphill Special School	Approved Private Schools	Lifeskills Support	2
Woods Services	Approved Private Schools	Emotional and Autistic Support	1
Project Search	Other	Life Skills Support	1
The Learning Center (CCIU)	Neighboring School Districts	Learning and Emotional Support	3

Devereux Mapleton Campus	Approved Private Schools	Emotional Support	1
Devereux Cares	Approved Private Schools	Autistic support	1
Milagre School	Special Education Centers	Autistic Support	2
Capstone Academy	Special Education Centers	Autistic Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	45	1
Justification: This is a speech caseload. Groups of students do not exceed three grade levels at any time.				
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	25	0.5
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	13	1
Locations:				

Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.71
Locations:				
Brooke 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	6 to 8	2	0.29
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	1	0.2
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.8
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.75
Locations:				
Brooke 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	5 to 7	2	0.25

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

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	4	0.5
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	4	0.5
Locations:				
Brooke Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	27	1
Justification: This is a speech caseload. Students within groupings do not exceed three years.				
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	7	0.56
Locations:				
Evans 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	Autistic Support	8 to 10	1	0.1
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.34
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	3	0.3
Locations:				
Evans 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	7 to 8	9	0.5
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	2	0.2
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.64
Locations:				
Evans Elementary	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 8	4	0.36
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	1	0.14
Locations:				
Limerick Elementary	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 8	6	0.86
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	9	0.3
Justification: This is a speech caseload. Students within each group do not exceed three years.				
Locations:				
Evans 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	Speech and Language Support	5 to 10	21	0.7
Justification: This is a speech caseload. Students within the groups do not exceed the three year limit.				
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	4	0.5
Locations:				
Limerick 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	Autistic Support	8 to 10	4	0.5
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	3	0.43
Locations:				
Limerick Elementary	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%)	Autistic Support	6 to 8	4	0.57
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	1	0.05
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	19	0.95
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	1	0.25
Locations:				
Limerick Elementary	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%)	Autistic Support	8 to 10	3	0.75
Locations:				
Limerick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	23	0.7
Justification: This is a speech caseload. Students within the groups do not exceed three years.				
Locations:				
Oaks 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	Physical Support	5 to 10	10	0.3
Justification: This is a speech caseload. Students within groups do not exceed three years.				
Locations:				
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.79
Locations:				
Oaks Elementary	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	3	0.21
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.78
Locations:				
Oaks Elementary	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 8	2	0.22

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

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	1	0.11
Locations:				
Oaks 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	8 to 9	5	0.56
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.33
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	37	1
Justification: This is a speech caseload. Students in the groups do not exceed three years.				
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	10	0.83
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.17
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 10	1	0.07
Locations:				
Royersford 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	4	0.29
Locations:				
Royersford Elementary	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	9	0.64
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.18
Locations:				
Royersford 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	6 to 8	7	0.64
Locations:				
Royersford Elementary	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 8	2	0.18
Locations:				
Royersford Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	2	0.22
Justification: This is a learning support teacher in a very small school. Her grades span Kindergarten through fourth grade, but she does not have students in her classroom at the same time over a three year grade span.				
Locations:				
Spring City Elementary	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 10	7	0.78
Justification: This is a learning support teacher in a very small school. Her grades span Kindergarten through fourth grade, but she does not have students in her classroom at the same time over a three year grade span.				
Locations:				
Spring City Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 9	1	0.14
Locations:				
Upper Providence 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	Emotional Support	7 to 9	6	0.86
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2013

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 6	1	0.17
Locations:				
Upper Providence 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	Emotional Support	5 to 6	5	0.83
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	16	1
Justification: This is a speech caseload. Students within groups do not exceed the three year limit.				
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	6	1
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	4	0.57
Locations:				
Upper Providence Elementary	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%)	Autistic Support	6 to 8	3	0.43
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	9	0.82

Locations:				
Upper Providence Elementary	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%)	Emotional Support	7 to 10	2	0.18
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.2
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.8
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	1
Locations:				
Upper Providence Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	5	0.5
Locations:				

Intermediate School	A Middle School Building	A building in which General Education 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%)	Autistic Support	10 to 11	4	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	10	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.75
Locations:				
Intermediate School	A Middle 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	1	0.25
Locations:				
Intermediate School	A Middle School	A building in which General Education		

	Building	programs are operated		
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Program Position #41

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	1	0.1
Locations:				
Intermediate School	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	10 to 11	9	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	10	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	2	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	3	0.3
Locations:				
Intermediate School	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%)	Autistic Support	10 to 12	4	0.7
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.4
Locations:				
Intermediate School	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	6	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	2	0.25
Locations:				
Intermediate	A Middle School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	10	0.25
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	13	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	9	0.9
Justification: This is a speech caseload. Groups of students do not exceed three years.				
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	1	0.1
Justification: This is a speech caseload. Groups of students do not exceed three years.				
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	10 to 12	10	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	2	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	1	0.25
Locations:				
Intermediate School	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	8	0.75
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.25
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	11	0.75
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
 Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 18	3	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	9	0.4
Locations:				
Intermediate School	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	1	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	11	0.75
Locations:				
Intermediate School	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	10 to 12	1	0.25
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 12	5	0.8
Locations:				

Intermediate School	A Middle School Building	A building in which General Education 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%)	Emotional Support	11 to 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	3	0.5
Locations:				
Intermediate School	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%)	Life Skills Support	10 to 13	1	0.25
Locations:				
Intermediate School	A Middle 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	Autistic Support	10 to 13	1	0.25
Locations:				
intermediate Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	2	0.2
Locations:				
Intermediate School	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	8	0.8
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #60 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.4
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.6
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #61

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.3
Locations:				
7th Grade Center	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	12	0.7
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.4
Locations:				
7th Grade Center	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 14	4	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.4
Locations:				
7th Grade Center	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 14	9	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #64 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #65

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.4
Locations:				
7th Grade Center	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	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	12	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	1	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.5
Locations:				
7th Grade Center	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	2	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.5
Locations:				
7th Grade Center	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 14	6	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #69

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	6	0.6
Locations:				
7th Grade Center	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%)	Autistic Support	12 to 14	3	0.3
Locations:				
7th Grade Center	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 14	1	0.1
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #70 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5
Locations:				
7th Grade Center	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%)	Life Skills Support	12 to 13	1	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #71 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	0.3
Locations:				
8th Grade Center	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	3	0.5
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	2	0.2
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	16	0.4
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	27	0.6
Justification: This is a speech caseload. Groups of students do not exceed four grade levels at any time.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.7
Locations:				
8th Grade Center	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	3	0.3
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #74

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	7	0.6
Locations:				
8th Grade Center	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 15	7	0.4
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #75 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	13	0.8
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #76 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	1
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #77

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	0.6
Locations:				
8th Grade Center	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	4	0.4
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #78 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	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 14	8	0.35
Locations:				
8th Grade Center	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%)	Autistic Support	13 to 14	1	0.2
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #79

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	5	0.75
Locations:				
8th Grade Center	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 14	1	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #81 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	11	1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	8	0.75
Justification: Two students are attending until 21(they will age out at the end of the 2017-2018 school year) and are on work study programs. The students within the classroom do not exceed the 4 year grade span.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 21	1	0.25
Justification: Two students are attending until 21(they will age out at the end of the 2017-2018 school year) and are on work study programs. The students within the classroom do not exceed the 4 year grade span.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #84 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	9	0.75
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #86

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	9	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	1	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	15 to 19	6	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	6	0.45
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	3	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	5	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #89

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 19	4	0.5

Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #91

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	4	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	2	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	2	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #92 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	2	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	9	0.55
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #93

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	2	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	15 to 19	4	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	7	0.55
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #94 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	3	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	3	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	7	0.35
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	9	0.75
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.5
Locations:				

Senior High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #100 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	7	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 15	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #101 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	11	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	7	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #105

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.5
Locations:				
Senior High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #106 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 20	3	0.75
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	5	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	2	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 15	1	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.45
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	8	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	3	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	1	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	6	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	3	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Emotional Support	15 to 19	1	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #111

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	12	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	6	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	9	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #113 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	8	0.4
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	9	0.6
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #119

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	7	1
Locations:				
Evans Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.1
Locations:				
Brooke 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	Deaf and Hearing Impaired Support	6 to 9	1	0.05

Locations:				
Limerick 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	Deaf and Hearing Impaired Support	6 to 9	4	0.1
Locations:				
Royersford 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	Deaf and Hearing Impaired Support	12 to 13	2	0.1
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	2	0.1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 19	8	0.25
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	6	0.15
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	1	0.05
Locations:				
UPE Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing	6 to 9	1	0.1

	Impaired Support			
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #122 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	2	0.04
Locations:				
Upper Providence 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	Blind or Visually Impaired Support	15 to 19	3	0.06
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	2	0.04
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	3	0.06
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	3	0.06
Locations:				
Brooke Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 13	1	0.02
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 13	1	0.02
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 14	2	0.04
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 9	1	0.02
Locations:				
Oaks Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.5
Locations:				
Royersford Elementary School	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%)	Autistic Support	5 to 8	4	0.5
Locations:				
Royersford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #124 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	4	0.5
Locations:				
Royersford Elementary School	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%)	Autistic Support	6 to 9	4	0.5
Locations:				
Royersford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #125 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

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

Program Position #126 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.5
Locations:				
Limerick Elementary School	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	Autistic Support	6 to 8	4	0.5
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #127 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Locations:				
Limerick Elementary School	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	Autistic Support	5 to 7	4	0.5
Locations:				
Limerick Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	4	0.5
Locations:				
Evans Elementary School	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%)	Emotional Support	6 to 9	6	0.5
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #129 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: ClassandPosition**Implementation Date: August 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	6	0.5
Locations:				
Evans Elementary School	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%)	Emotional Support	7 to 10	5	0.5
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.5
Locations:				
Spring City Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.5
Locations:				
Spring City Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #131 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: January 24, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	1	0.1
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	1	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #132 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	3	0.3
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	2	0.5
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 16	1	0.2
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #133 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #134 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	1
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #135 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	10	0.8
Locations:				
Intermediate School	A Middle 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	Emotional Support	10 to 12	1	0.2
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #136 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.5
Locations:				
Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #137 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	8	0.5
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #138 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

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

Program Position #139 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	6	1
Locations:				
Evans Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #140 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.25
Locations:				
7th Gr Center	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	12 to 14	3	0.5

Locations:				
7th Gr Center	A Middle 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	Emotional Support	12 to 14	1	0.25
Locations:				
7th Gr Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #141 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	0.4
Locations:				
7th Grade Center	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 14	14	0.6
Locations:				
7th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #142 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	12	0.25
Locations:				
8th Gr Center	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 15	14	0.25
Locations:				
8th Grade Center	A Middle School	A building in which General		

	Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.25
Locations:				
8th Grade Center	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 15	14	0.25
Locations:				
8th Grade Center	A Middle School Building	A building in which General Education programs are operated		

Program Position #143 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	10	0.6
Locations:				
Intermediate Center	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education Grades 4-6	7th Grade Center	1
Supervisor of Special Education Grades 10-12	Senior High School	1
Psychologist	Brooke Elementary	0.7
Psychologist	Evans Elementary	1
Psychologist	Limerick Elementary	1
Psychologist	Oaks Elementary	0.9
Psychologist	Royersford Elementary	1
Psychologist	Upper Providence Elementary	1
Psychologist	Intermediate School	1
Psychologist	7th Grade Center and 8th Grade Center	1

Psychologist	Senior High School	1
Instructional Assistants	Brooke Elementary	11
Instructional Assistants	Evans Elementary	9
Instructional Assistants	Limerick Elementary	18
Instructional Assistants	Oaks Elementary	6
Instructional Assistants	Royersford Elementary	10.5
Instructional Assistants	Spring City Elementary	2
Instructional Assistants	Upper Providence Elementary	14.5
Instructional Assistants	Intermediate School	20
Instructional Assistants	7th Grade Center	7
Instructional Assistants	8th Grade Center	8
Instructional Assistants	Senior High School	27
Social Worker	All Schools	1
Supervisor of Special Education Grades 7-9	9th Grade Center	1
Psychologist	Spring City Elementary	0.6
Behavior Specialist	All School Buildings	2
Supervisor of Special Education Grades K - 3	Upper Providence Elementary School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	28 Days
Physical Therapy	Outside Contractor	10 Days
Student Support Counselor	Outside Contractor	25 Days
Transition Consultant	Outside Contractor	4 Days
Interpreter services (DHCC)	Outside Contractor	1 Hours
Nursing services (direct)	Outside Contractor	27 Days
Personal Care Assistants (ABA trained)	Outside Contractor	35 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Training topics include:</p> <ul style="list-style-type: none"> • Competent Learner Model training for full time autistic support teachers and instructional assistants • An overview of Autism characteristics (including the subtle characteristics) and strategies to apply for general education and special education teachers • Assistive Technology available to support students across settings • Applied Behavioral Analysis Training for instructional assistants/paraprofessionals • Social Skills Instruction models - for supplemental, itinerant, and full time autistic support teachers <p>Evidence that the action step has been implemented will be documented by the professional development offerings and the attendance sheets. In addition, LRE data will be analyzed to determine if more students are being included in the general education classroom.</p>
Person Responsible	Supervisors of special education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	12
# of Participants Per Session	25
Provider	District staff/MCIU staff
Provider Type	combination of above provider types
PDE Approved	No

Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>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> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

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 Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Review of written reports summarizing instructional activity Penn Data information reported to the state

Behavior Support

Description	<p>The following professional development topics will be covered:</p> <ul style="list-style-type: none"> • Exploring the root causes and research based interventions for behaviors that impact classroom achievement • Behavioral interventions for the general education classroom • The effects of Trauma • De-escalation strategies for all staff • Writing plans, doing data collection techniques for all staff (FBA forms, teacher assessments) • Medical assistance training • Supporting the development of executive functioning skills • QPR Suicide Prevention Training
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	<ul style="list-style-type: none"> • Crisis Prevention and Intervention (CPI) training • Social skills training - understanding social skills deficits • Youth Mental Health First Aide • Enhancing Trauma Awareness <p>Evidence that the action step has been implemented includes:</p> <ul style="list-style-type: none"> • Professional development surveys • Decreased discipline referrals • Increased time on task in classroom as evidenced by formal observations, peer collaboration, administrative walk-throughs • Child study or IST documentation on behavior issues
Person Responsible	Supervisors of 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	3.0
# of Sessions	12
# of Participants Per Session	25
Provider	Behavior Specialist, psychologists
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</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>
Training Format	<p>Series of Workshops School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Peer-to-peer lesson discussion Lesson modeling with mentoring</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>Participant survey IEPs, Child Study or IST documentation, discipline records</p>

Paraprofessional

Description	The following professional development topics will be covered:
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	<ul style="list-style-type: none"> • Crisis Intervention and Prevention (CPI) basic strategies • Training for new Paraprofessionals - mentorship, responsibilities, expectations of building/classroom, student characteristics, My Learning Plan, reading IEPs and understanding SDI's • Classroom Management • Technology to support high incidence disabilities - Googledocs, text to speech, word prediction, speech to text, microsoft applications • Disability categories and their impact on learning • Standards in reading, writing, and mathematics • ABA training • Competent Learner Model training for paraprofessionals in full time autistic support classrooms • Augmentative and Assistive Communication methods • CPR <p>Evidence to indicate the action steps were implemented will include:</p> <ul style="list-style-type: none"> • Documentation of professional development hours on My Learning Plan • Participant surveys • Increased competence in the above topic areas
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	21
# of Participants Per Session	25
Provider	District employees and MCIU personnel
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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	Series of Workshops
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	Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	Provide training and follow-up support for the following topics:
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	<ul style="list-style-type: none"> Utilizing data from assessments to drive instruction Implications of dyslexia in the classroom Literacy Continuum Text Dependent Analysis Alternative reading programs to support basic reading skills Executive functioning for better reading comprehension <p>Evidence that these action steps have been implemented will include:</p> <ul style="list-style-type: none"> Teacher feedback from professional development surveys Increased fidelity of program implementation as documented by peer collaboration, formal observation, and administrative walk-through documents Increased growth in PVAAS and achievement scores Lesson plans from teachers
Person Responsible	Curriculum director, Special Education Supervisors, principals, assistant superintendent
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	7
# of Participants Per Session	25
Provider	District and MCIU personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

<p>For classroom teachers, school counselors and education specialists</p>	<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>For school or LEA administrators, and other educators seeking leadership roles</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>Training Format</p>	<p>LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Data meetings to determine interventions</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 Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans</p>

Transition

Description	<ul style="list-style-type: none"> • Training for resources for post-secondary education and employment training for adult life- Office of Vocational Rehabilitation, Medical Assistance, College fairs, supports at college, On the Job Training, Interviewing skills, and Resume writing. • Transition planning through the IEP • Life skills instruction • Teaching self-advocacy and self-determination skills • Technology to enhance learning and life skills
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	35
Provider	Individual- Transition consultant
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>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	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
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>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Portfolio</p> <p>Job skills checklist, Summary of Academic Achievement and Functional Performance, College acceptances</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).

Affirmed by Tom DiBello on 4/23/2018

Board President

Affirmed by David Goodin on 4/5/2018

Superintendent/Chief Executive Officer