

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 872

School District Total Student Enrollment 4744

Percent of Students Receiving Special Education 18.4

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Steering Committee

Name	Position/Role	Building	Email
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School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

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School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

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Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

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Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

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Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
Over identification of students with OHI and Black, Hispanic or Multi-Racial - trend appears to be related to students who move into the district from other school districts.	Implementation of Behavioral and Mental Health MTSS framework in grades K-4 and Review of psychoeducational evaluation assessment tools

Non-Resident Students Oversight

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

No

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

The Methacton School District does not currently have any 1306 facilities located within its boundaries; however, should a facility establish itself within our boundaries, the district would work to ensure that students with disabilities are educated in the least restrictive environment while in the 1306 facility. The Montgomery County Intermediate Unit (MCIU) would serve as the LEA for this type of facility and ensures that students are receiving FAPE in the Least Restrictive Environment. In addition, the District would collaborate with the MCIU to discuss our 1306 child find obligations and monitor any 1306 students that transfer into the facility with an IEP.

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

If a student would be transitioning back to one of our schools, there would be extensive collaboration and communication between the 1306 facility, the MCIU and the district's special education supervisors to ensure that the appropriate programming, services and supports are in place prior to the student's return. In addition, efforts would be made to meet with the student multiple times within the school setting so the student can become familiar with their new educational environment. A school counselor would also be assigned to the student so the counselor could support their transition.

Incarcerated Students Oversight

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

Yes

§1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Montgomery County Correctional Facility	Prison	Other	9

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
The Methacton School District is the host district for a county prison program located within its boundaries. The Montgomery County Correctional Facility Educational Program, provided by the Montgomery County Intermediate Unit, is overseen by the district's director of pupil services and supported by other school districts liaisons (9-12 Supervisor of Special Education, school psychologists, and clerical staff) as assigned. The district works collaboratively with parents, other school districts, Youth Detention Services, Juvenile Probation, Child and Youth Services, and other mental health agencies to monitor and enhance the program being provided to students. A free appropriate public education (FAPE) is provided to all eligible incarcerated school-age students via the MCIU's on-site classroom program. The district's Supervisor of Special Education for grades 9-12 serves as the local education agency (LEA) representative, participating in IEP team and other special education meetings, as needed. In addition, school age students placed in the prison facility will be referred for a psycho-educational evaluation, if this is deemed necessary. If the student is found to be eligible for special education services and supports through the evaluation process, an IEP will be developed by members of the IEP team in accordance with Chapter 14 regulations.

Least Restrictive Environment

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

The district is continuing to focus its efforts on improving Inclusive Practices in our schools. The district has a limited number of students in out-of-district placements. We pride ourselves on providing the necessary programs, services and supports within our schools so our students can attend their neighborhood schools and participate in the Least Restrictive Environment with supplementary aids and services. In the past, students who needed a therapeutic setting were often placed in an alternative school that could provide this support. Since the 2018-2019 school year, the district has been able to provide intensive mental health services in our schools so students who require this level of care could receive this service in their home school, as a natural part of their day. Additionally, the district has also been able to successfully return students who were previously placed in a "district-wide elementary program" to their home schools. Our LRE percentages for students inside regular education environment 80% or more have improved at the secondary level (grades 7-12); however, the district still needs to address LRE for students with complex needs. The district will continue to focus on improving the elementary LRE percentages (grades K-6) for students inside the regular education environment 80% or more of the day.

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

The district has been working toward full implementation of a Multi-Tiered System of Support (MTSS) framework. This model will allow our schools to provide evidence-based interventions and supports that specifically target the academic and social/emotional needs of all students. Data meetings and Child Study team meetings will occur on a monthly basis to review and conduct an analysis of benchmark and progress monitoring data to determine if any changes in tier placement should be made and/or the student should be referred for a psycho-educational evaluation. The district also embraces that movement within the MTSS framework is fluid, meaning that a student in Tier II could move back to Tier 1 if the intervention on a particular skills/concept has proven successful. Tier III also includes intensive school-based mental health services, if the student is eligible for this support. Additionally, the district has developed a trauma-informed care plan that includes for professional development for our staff. All of the trauma-informed trainings will also incorporate social, emotional learning for staff and students. Universal Design for Learning (UDL) is also an area of focus. Using UDL will allow students to access to their learning, an approach that is beneficial for all students.

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

The Methacton School District is committed to Inclusive Practices so we can ensure that all students, including students with disabilities, are educated in the general education environment to the maximum extent appropriate with supplementary aids and services. To meet this goal, the District needs to provide ongoing training to staff that address academic programming and increases their knowledge to meet the needs of all learners in their classrooms. The district has been providing training to our teachers on Universal Design for Learning (UDL) so they can develop lessons plans that are designed to meet the needs of our students with disabilities and allow for meaningful participation in the general education curriculum by removing barriers that prevent them from accessing the curriculum.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. The Methacton School District uses both district staff and contracted personnel to address the needs of any student with a disability who wants to participate in extracurricular activities. All supplementary aids and services continue to be considered for access the extracurricular activity and allow for

meaningful participation. Examples include nursing services, paraprofessional support, modified practice schedules, participation in "home games," travel buddy, and social stories specific to the extracurricular activity.

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

If a student with a disability is placed in a private institution to meet the student's needs, the IEP team will discuss opportunities for the student to participate with non-disabled peers in school-sponsored extra-curricular activities.

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

The District is proud that many of our students are educated in their home schools. We strive to maintain a continuum of services and supports to address the needs of our students with disabilities by offering innovated programs that target specific areas of need. The district needed to build capacity and expand our programs to address the mental health needs of our students. Beginning in 2018-2019, the district piloted the REACH program, an intensive school-based mental health program, for students in grades 7-8. Over the past few years, we have been able to expand the REACH program and it is now available for students in grades K-12 who require this level of support. This has allowed the district to program for most of our students who previously would have required an out-of-district placement to meet their social, emotional and mental health needs. The district will continue to partner with the Montgomery County Intermediate Unit for students who may need more support to meet their complex emotional/behavioral needs and provide them with a free, appropriate public education (FAPE).

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	1
Vanguard School	Approved Private School (APS)		Vanguard School	Autistic Support	2
Camphill Special School	Approved Private School (APS)		Camphill Special School	Autistic Support	1
Pathway School	Approved Private School (APS)		The Pathway School	Emotional Support	2

Devereux	Approved Private School (APS)		Chester County Intermediate Unit	Autistic Support	2
Lakeside School	Licensed Private Academic		Lakeside School	Emotional Support	4

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Positive Behavior Support

Date of Approval

2021-11-23

Uploaded Files

BoardDocs® PL 113.2 - Behavior Support.pdf

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

The district provides emotional support and/or partners with ABA agencies, mental health counselors, intensive mental health clinicians and speech/language consultants to support the emotional, social needs of students with disabilities. These services and supports are available at all levels and IEP teams are responsible for determining the frequency and duration of these services/supports if they are needed. Students receiving special education services who demonstrate behaviors that impede his/her learning and/or that of others are required to have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a functional behavioral assessment and the data that is collected throughout a multiple step process over time. The IEP team gathers the most accurate picture possible of the behavior(s) impeding the student's learning and/or that of others. After the data has been gathered, it is analyzed by the IEP team to determine what the perceived functions of the behavior are and efforts are made to identify the setting events and the antecedents that cause and/or contribute to the demonstration of these behaviors. Students with positive behavior support plans (PBSPs) are included to the maximum extent appropriate in the regular education classroom environment, with or without the support of an ABA-trained aide, as determined by the IEP team. The district has been collaborating with BCBAs to develop comprehensive positive behavioral support plans (PBSP) for students with significant behaviors. Unlike a behavior intervention plan (BIP) which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process that describes how specific environments may be modified, what and how skills will be taught, and how the student may/will respond to both positive and problematic behaviors. Another key feature of a PBSP is to identify strategies and interventions that will be successful and are likely to be maintained over time in order to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experiences academic success, and engage in positive social interactions. Additionally, the PBSP includes a crisis prevention component aimed to reduce the possibility of serious injury to the student and/or individuals in close proximity to the student. The crisis plan provides teachers and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of what a crisis situation looks like for the student, the types of behaviors that warrant the use of this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring the use of this passive restraint, evaluation procedures, and training/support information for staff. Another component of the PBSP is a description of the evaluation and measurement procedures that will be used to determine the effectiveness of the strategies and interventions being implemented to reduce, prevent, or make inconsequential the problematic behavior(s) identified. When the PBSP is developed, training for all school personnel who interact directly with the student, as well as their parents or guardians, is included in the plan so the document can be implemented properly. Providing a positive, proactive approach to addressing problematic behaviors is the primary goal of our district. This approach has allowed us to

provide supports and services for many of our students in their home school; as evidenced by the decrease in the number of students being served in out-of-district placements. Furthermore, the district use of a positive, pro-active approach to addressing problematic behaviors has allowed many of our students with behavioral issues to be educated in the least restrictive environment with or without the support of an ABA-trained aide (as determined by the IEP team).

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.

Only individuals who have been trained in Nonviolent Crisis Intervention (CPI) are authorized to use restraint. CPI training program is a safe, behavioral management system that teaches physical intervention procedures so staff are equipped with the skills and confidence necessary to safely handle emergency situations. The restraint is to be used as a measure of last resort and only when all other options in the student's positive behavior support plan have been exhausted and/or if the behaviors are dangerous to self and others. Our staff is also trained to follow the positive behavior support procedures outlined in Board Policy No. 113.2.

3. Describe the district positive school wide support programs.

Our K-4 Schools are implementing the SOAR program, an MTSS approach for supporting the behavioral and mental health needs of all students. Staff and students have access to proactive strategies (TIER I) that can help to pre-teach self-regulation and sensory techniques. In addition, the school's data teams determine if students may need more support (TIER II/TIERIII) interventions. Two BCBAs and 4 RBTs (one per elementary school) provide ongoing training for staff and conduct observations to determine if additional supports should be considered. Our upper elementary school is a National School of Character Counts and the building uses the pillars to recognize students for using them. The district is currently researching positive behavioral support options for students in grades 7-12; however, in the interim, our assistant principals focus on using conflict resolution when and if appropriate.

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

The district provides school-based behavioral health services for all students in grades K-12. The district employs a Home and School Visitor, 4 school psychologists and 16 school counselors. In addition, the district has SAP teams in all of our schools and our SAP liaison is thorough a partnership with Carson Valley Children's Aid. The district partners with Central Behavioral Health to provide mental health specialists/counseling services and with Springfield Psychological to implement the district's REACH program that provides intensive school-based mental health services to students who are eligible for this service. The REACH program also provides family-based counseling services and continuity of care coordination with other mental health/medical providers. Lastly, the district contracts with multiple ABA agencies to provide BCBA support, ABA-trained aides, Registered Behavioral Technicians and Program Support Specialists to oversee the behavioral health needs of our students.

5. Describe the district restraint procedure.

The district provides training to select staff members in each school on Nonviolent Crisis Intervention (CPI) which teaches safe, non-harmful restraint techniques. Restraints are considered a measure of last resort and only used when the behaviors are a safety concern for self or others. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. If a restraint is used, the parents/guardians will be notified as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the

meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised Positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

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Intensive Interagency

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

The LEA did not have any students placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement. If the district would have any concerns with student who was at a substantial risk for waiting more than 30 days for an appropriate educational placement, the district would work with the Montgomery County Child and Adolescent Service System (CASSP) interagency coordinators to help facilitate residential placements or to facilitate the collaboration between families, outside agencies, and the school district.

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Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS20	Secondary	Full-time (1.0)	06/16/2022 12:05 AM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS19	Secondary	Full-time (1.0)	06/16/2022 12:04 AM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load

Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS18	Secondary	Full-time (1.0)	06/16/2022 12:02 AM

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

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS17	Secondary	Full-time (1.0)	06/16/2022 12:00 AM

Building Name

Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS16	Secondary	Full-time (1.0)	06/15/2022 11:59 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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MHS15	Secondary	Full-time (1.0)	06/15/2022 11:57 PM
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Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	15	
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification	FTE %	
	0.3	

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS14	Secondary	Full-time (1.0)	06/15/2022 11:56 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support	Case Load	
Itinerant (20% or Less)	18	
Identify Classroom	Classroom Location	Age Range

School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS13	Secondary	Full-time (1.0)	06/15/2022 11:55 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS12	Secondary	Full-time (1.0)	06/15/2022 11:53 PM

Building Name		
Methacton HS		
Support Type		

Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS11	Secondary	Full-time (1.0)	06/15/2022 11:51 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS10	Secondary	Full-time (1.0)	06/16/2022 12:07 AM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		17
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS9	Secondary	Full-time (1.0)	06/15/2022 11:48 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18

Age Range Justification	FTE %
	0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS8	Secondary	Full-time (1.0)	06/15/2022 11:47 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS7	Secondary	Full-time (1.0)	06/15/2022 11:46 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS6	Secondary	Full-time (1.0)	06/15/2022 11:44 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS5	Secondary	Full-time (1.0)	06/15/2022 11:42 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS4	Secondary	Full-time (1.0)	06/15/2022 11:41 PM

Building Name		
Methacton HS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 19
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS3	Secondary	Full-time (1.0)	06/15/2022 11:34 PM

Building Name	
Methacton HS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	17
Identify Classroom	Classroom Location
School District	Secondary
Age Range Justification	FTE %
	0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS2	Secondary	Full-time (1.0)	06/15/2022 11:36 PM

Building Name	
Methacton HS	
Support Type	
Life Skills Support	
Support Sub-Type	
Life Skills Support (Grades 7-12)	

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MHS1	Secondary	Full-time (1.0)	06/15/2022 11:37 PM

Building Name		
Methacton HS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 21
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc8	Secondary	Full-time (1.0)	06/15/2022 11:25 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc7	Secondary	Full-time (1.0)	06/15/2022 11:24 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		18
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.36

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc6	Secondary	Full-time (1.0)	06/15/2022 11:22 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.38

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc5	Secondary	Full-time (1.0)	06/15/2022 11:21 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		16

Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.8

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc4	Secondary	Full-time (1.0)	06/15/2022 11:19 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 14
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc3	Secondary	Full-time (1.0)	06/15/2022 11:18 PM

Building Name
Arcola Intrmd Sch

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		19
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15
Age Range Justification		FTE %
		0.95

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc2	Secondary	Full-time (1.0)	06/15/2022 11:17 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		13
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.26

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arc1	Secondary	Full-time (1.0)	06/15/2022 11:16 PM

Building Name		
Arcola Intrmd Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.88

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky10	Elementary	Full-time (1.0)	06/15/2022 11:10 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11

Age Range Justification	FTE %
	0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky9	Elementary	Full-time (1.0)	06/15/2022 11:09 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky8	Elementary	Full-time (1.0)	06/15/2022 11:08 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky7	Elementary	Full-time (1.0)	06/15/2022 11:07 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky6	Elementary	Full-time (1.0)	06/15/2022 11:05 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky5	Elementary	Full-time (1.0)	06/15/2022 11:04 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.75

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky4	Elementary	Full-time (1.0)	06/15/2022 11:03 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.32

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky3	Elementary	Full-time (1.0)	06/15/2022 11:02 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky2	Elementary	Full-time (1.0)	06/15/2022 10:59 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Sky1	Elementary	Full-time (1.0)	06/15/2022 10:58 PM

Building Name		
Skyview Upper El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worc5	Elementary	Full-time (1.0)	06/15/2022 10:53 PM

Building Name		
Worcester El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

Building Name

Worcester El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worc4	Elementary	Full-time (1.0)	06/15/2022 10:51 PM

Building Name		
Worcester El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Worc3	Elementary	Full-time (1.0)	06/15/2022 10:50 PM
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Building Name		
Worcester El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worc2	Elementary	Full-time (1.0)	06/15/2022 10:49 PM

Building Name		
Worcester El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range

School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Worc1	Elementary	Full-time (1.0)	06/15/2022 10:48 PM

Building Name		
Worcester El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Worcester El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12

Age Range Justification	FTE %
	0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood6	Elementary	Full-time (1.0)	06/15/2022 10:45 PM

Building Name		
Woodland El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.62

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood5	Elementary	Full-time (1.0)	06/15/2022 10:44 PM

Building Name		
Woodland El Sch		
Support Type		
Autistic Support		

Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood4	Elementary	Full-time (1.0)	06/15/2022 10:43 PM

Building Name		
Woodland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood3	Elementary	Full-time (1.0)	06/15/2022 10:42 PM

Building Name		
Woodland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood2	Elementary	Full-time (1.0)	06/15/2022 10:41 PM

Building Name		
Woodland El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.6

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Wood1	Elementary	Full-time (1.0)	06/15/2022 10:40 PM

Building Name		
Woodland El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.12

Building Name		
Woodland El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagle4	Elementary	Full-time (1.0)	06/15/2022 10:37 PM

Building Name		
Eagleville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.2

Building Name		
Eagleville El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagle3	Elementary	Full-time (1.0)	06/15/2022 10:35 PM

Building Name		
Eagleville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagle2	Elementary	Full-time (1.0)	06/15/2022 10:34 PM

Building Name		
Eagleville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Eagle1	Elementary	Full-time (1.0)	06/15/2022 10:32 PM

Building Name		
Eagleville El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arrow4	Elementary	Full-time (1.0)	06/15/2022 10:32 PM

Building Name		
Arrowhead El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.18

Building Name		
Arrowhead El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arrow3	Elementary	Full-time (1.0)	06/15/2022 10:33 PM

Building Name

Arrowhead El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.12

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Arrow2	Elementary	Full-time (1.0)	06/15/2022 10:33 PM

Building Name		
Arrowhead El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		18
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.9

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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Arrow1	Elementary	Full-time (1.0)	06/15/2022 10:33 PM
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Building Name		
Arrowhead El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.35

Special Education Support Services

1Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Pupil Services	1	District Wide	District
Other	1	Elementary	District
Other	1	Secondary	District
Other	1	Secondary	District
School Psychologist	2	Elementary	District
School Psychologist	2	Secondary	District
Transition Coordinator	1	Secondary	District
Guidance Counselor	6	Elementary	District
Guidance Counselor	9	Secondary	District
Behavior Specialist	5	District Wide	Contractor
Paraprofessionals	7	Secondary	Contractor
Occupational Therapist	2	Secondary	Contractor
Occupational Therapist	1	Elementary	District
School Psychologist	3	District Wide	Contractor
Paraprofessionals	8	Elementary	Contractor
Social Worker	1	District Wide	District
Occupational Therapist	4	Elementary	Contractor
Paraprofessionals	28	Elementary	District
Paraprofessionals	22	Secondary	District
Other	4	District Wide	Contractor
Other	6	District Wide	Contractor
Other	6	District Wide	Contractor

Special Education Personnel Development

Autism

Description of Training			
Applied Behavior Analysis/Verbal Behavior Training			
Lead Person/Position		Year of Training	
Director of Pupil Services		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	3	District Intermediate Unit PaTTAN	General Education Teachers Parents Special Education Teachers

Description of Training			
Behavior as a Form of Communication			
Lead Person/Position		Year of Training	
Director of Pupil Services/Speech & Language Consultant		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	2	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Non-Violent Crisis Intervention (CPI)			
Lead Person/Position		Year of Training	
CPI facilitators		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience

9	2	District Other	Building Administrators General Education Teachers Special Education Teachers
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Description of Training			
Functional Behavioral Assessments & Positive Behavior Support Plans			
Lead Person/Position		Year of Training	
Supervisors of Special Education/BcBA		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1.0	3	District Intermediate Unit Other	General Education Teachers Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Inclusive Practices - Essential Skills			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisors of Special Education		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
2.0	2	District Intermediate Unit	Paraprofessionals

Description of Training	
First Aid/CPR	
Lead Person/Position	Year of Training

Director of Pupil Services		2022 through 2025	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District Intermediate Unit Other	Paraprofessionals

Transition

Description of Training			
Indicator 13 Compliance Module Series			
Lead Person/Position		Year of Training	
Supervisors of Special Education (5-8, 9-12) and Transition Coordinator		2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit PaTTAN	Special Education Teachers

Science of Literacy

Description of Training			
Various Direct Instruction Reading Program Trainings (System 44, Read 180, Reading Horizons)			
Lead Person/Position		Year of Training	
Director of Pupil Services/Special Education Supervisors		2022 through 2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Other	Special Education Teachers

Parent Training

Description of Training			
Social Emotional Wellness			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisors of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Other	Parents

Description of Training			
Trauma Informed Care			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisors of Special Education		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Parents

IEP Development

Description of Training			
Strength-based IEPs			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisor of Special Education		2022-2023	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Special Education Teachers Other

Instructional Practices

Description of Training			
Lead Person/Position		Year of Training	
Hours Per Training	Number of Sessions	Provider	Audience
		District Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Accommodations and Modifications - Essential Learning			
Lead Person/Position		Year of Training	
Director of Pupil Services/Supervisors of Special Education		2022-2023 and 2023-2024	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	General Education Teachers Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

DRAFT