West Chester Area SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

782 Springdale Drive
Exton, PA 19341
(484)266-1000
Superintendent: James Scanlon
Director of Special Education: Leigh Ann Ranieri

Planning Committee

Name	Role
Leigh Ann Ranieri	Administrator : Special Education
Kate Feryo	Elementary School Teacher - Regular Education : Special Education
Beth Johnson	Elementary School Teacher - Special Education : Special Education
Nicole Verbos	Elementary School Teacher - Special Education : Special Education
Patricia Barr	High School Teacher - Special Education : Special Education
Nancy Maguire	Parent : Special Education
Phillip Dakes	Special Education Director/Specialist : Special Education
Melissa Kleiman	Special Education Director/Specialist : Special Education
Lisa Phifer	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1504

Identification Method

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

The method used by the West Chester Area School District (WCASD) for identifying students with Specific Learning Disabilities (SLD) is a collection and analysis of various data sources. Since the 2011-2012 school year, a tiered system of supports has been implemented through the use of the Child Study Team. There are 15.6 qualified school psychologists throughout the 16 buildings in the West Chester Area School District. The Child Study Team (CST) Process has been implemented in all 16 buildings. The integrity of applying a consistent and high quality CST process has been supported through on-going training and monitoring by both school and district level administrators. This type of process is used for all types of referrals including gifted. Core teams including the psychologist, administrator, special education teacher, regular education teacher, school counselor and reading specialist meet at least weekly. Depending on the type of referral additional team members may include the Speech/Language Therapist, EL Teacher, Crisis Intervention Specialist, Occupational Therapist, Physical Therapist and Caseworker. After an initial referral is made, existing data is collected and analyzed and the team determines if intervention is needed. If intervention is recommended, needs are identified, corresponding goals are created and the first intervention cycle ranging from 30 days to one school trimester is begun. At the end of the intervention cycle, the team reviews data collected and determines if the goal is met, or if the student is making progress and should continue with another intervention cycle. After the second intervention cycle, if a student is not making progress, the team will either revise the intervention and implement for an additional intervention cycle or may recommend a Chapter 14 or 15 evaluation. No interventions are implemented for more than one calendar year without consideration of conducting a Chapter 14 or 15 evaluation. We're in the process of implementing Multi-Tiered System of Supports (MTSS).
Once a Chapter 14 evaluation has been recommended, the WCASD psychologist uses the data collected through the CST process; standardized, norm-referenced achievement test scores; analysis of cognitive strengths and weaknesses; and finally, an analysis of the data related to exclusionary factors to rule in/out the existence of a specific learning disability. The psychologist in conjunction with the other members of the multidisciplinary team, implements the following steps:

- Determine a normative deficit in academic achievement through standardized achievement testing and/or curriculum based assessment data.

- Exclusionary factors are ruled outs as the *primary* cause of the academic deficit.
- Establish that there is a normative deficit in one or more basic psychological processes or processes involved in understanding or using language, spoken or written.
- Establish an empirical or logical relationship between the cognitive and academic deficits, and by evidence of otherwise normal functioning in those abilities/processes not related to the academic deficit.
- Establish that the deficits cannot be remediated in the absence of specially designed instruction (for students who have moved through the Child Study Team process, this need for specially designed instruction has been largely established).

This process utilized by WCASD psychologists allows the team to determine that the child is exhibiting academic functioning that is discrepant from age and grade level expectations, that the child has a cognitive processing deficit within a context of otherwise normal cognitive functioning, and that the child is in need of specially designed instruction as established by the Chapter 14 evaluation. The multidisciplinary team documents all data collected on the student's level of academic achievement, including all CST data collected during initial review and throughout interventions. Classroom observations of performance and patterns of strengths and weaknesses are documented across all settings.

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

In reviewing our student enrollment in each disability category, two disability categories were analyzed. WCASD is 7.8% below the state average for students identified with a specific learning disability. This is attributed to the successful implementation of a tiered system of supports. We are able to provide academic interventions to students to enhance student learning. WCASD is 11.1% above the state average for students identified with other health impairment (OHI). This is attributed to legal guidance that has been received. Our practice is to provide instruction in the areas of executive functioning and self-regulation skills that are impacted by the impairment. Once students have acquired these skills, they are dismissed from special education but may be eligible for accommodations through a chapter 15 service plan.

WCASD provides training to psychologists on diagnosing educational disabilities on a regular basis. This includes awareness for over and under identification for all disability areas.

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?

Within the West Chester Area School District there are a number of group homes, shelters, and residential treatment facilities. Through those facilities West Chester has large a 1306 population with whom the District is responsible for ensuring the students receive an appropriate education. Through the requirements set forth under the 1306 regulations the West Chester Area School District or the Chester County Intermediate unit, on behalf of the West Chester Area School District, attend all scheduled meetings for these students. Records are requested from the prior district upon admission. If the student enters and was a regular education student in his/her prior district, the West Chester Area School District will enroll the student in classes right away. If the student enters the West Chester Area School District with an IEP from their prior district, an IEP team will meet to determine the appropriate program for the student. At those IEP meetings, the School District or the IU, reviews every situation with each individual student and family. Appropriate educational recommendations are based on the data collected from all parties involved. For eligible students, the IEP team considers the complete continuum of special education types and levels of service. Educational placement and or services offered are an individualized decision based on the unique needs of the specific student. IEP teams are guided by the Gaskins Settlement agreement to ensure maximum integration. Several barriers that the School District faces regarding these students are, obtaining residency acknowledgements from the home districts, the severity of some of the students situations and/or disabilities, and the transient nature of some of the students and their families.

Incarcerated Students Oversight

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

The West Chester Area School District and Chester County Intermediate Unit #24 work collaboratively with incarcerated placements to ensure that students requiring either special education services or evaluation for services are completed within the timelines as outlined under IDEA. Ongoing outreach to facilities who educate incarcerated youth result in timely identification

and service initiation by district Special Education Supervisors and Liaisons (itinerant special education teachers). Current special education students are offered FAPE on an annual basis with revisions as needed throughout the school year.

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.

Regulatory Compliance:
The Individuals with Disabilities Education Act, 2004 (also known as the Individuals with Disabilities Education Improvement Act), requires …(1) *That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.* [20 USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. §300.114(a)].

The West Chester Area School District, fully recognizing the legal requirements of Least Restrictive Environment (LRE), always seeks to consider the least restrictive program for all students. The District utilizes a team approach when considering placements for students with disabilities, always considering the neighborhood school first. Inclusion in the home school setting is the first option, however, if the building is not able to provide an appropriate program that meets the needs of the individual student, the team looks to other elementary and secondary schools within the District in order to determine the most appropriate placement. In order to meet the needs of the exceptional students that the District serves, supplemental supports and related services, including IU supports through the Training and Consultation department for student-specific interventions in areas such as behavior, autism, assistive technology, vision/hearing are employed. In addition, ongoing staff trainings provided by school district personnel, PaTTAN, district legal counsel, and contracted services are continuously offered. In the event that the team determines that a student's needs are

such that inclusion in the neighborhood school building or other placement within the District would deny that student a Free Appropriate Public Education, other programs that are outside the scope of the District's buildings are considered. This may include, but not be limited to, IU programs in specialized centers, cross-district classrooms, and in some cases, placement in an Approved Private School. In cases where out of District placements are being considered, the District Special Education Supervisors and Liaisons (itinerant special education teachers) work closely with building-based IEP teams, including parents and Early Intervention coordinators to ensure that every effort is made to secure an appropriate educational placement based on individual student needs.

The District continues to build off of its goals from the improvement areas identified during the last monitoring period. When students experience significant difficulties that extend beyond the school environment, representatives of the various agencies meet to generate a plan to support student success in the least restrictive environment. The District continues to target 10th, 11th, and 12th grade students for a Discover Work Program to provide additional options for Employment-based transition goals. The district is in the process of creating a Transition program in the district for students who have needs beyond 12th grade. This will address the SE in Other Settings category in Indicator 5. The district created a school based mental health program, operated by the CCIU in the district. Students receive West Chester Curriculum and are still counted as part of their respective HS. Students requiring a different instructional delivery model, including credit recovery programs, are considered for this placement. The District also provides training on de-escalation strategies and crisis prevention to specific teams of teachers, paraprofessionals, and administrators throughout the 16 buildings. The District continues to support the West Chester Area Parent Support Group (TEAM). Special education administrators attend monthly meetings and host the support group at the Spellman Administration Building. The District has offered and provided parent trainings utilizing its own personnel. The District also notifies parents of trainings that are hosted by the CCIU at the county level. Diversity training through the Beyond Diversity program and Courageous Conversations is offered to all staff in an effort to create awareness of cultural differences, examine current practices, and design programming that meets the needs of all students, while emphasizing the reduction of the achievement gap. At all of the secondary school buildings, Intensive Outpatient Therapy and Individual Therapy is available to qualifying students. The students receive the therapy during the school day, and are scheduled so that the impact on instruction is minimal.
To ensure that the District has multiple options for programming within District facilities, and to maximize the continuum of services, the following programs, initiatives, and services have been put into place over the past 2 years:

Middle School MDS program –
For the 2016-17 school year, the District opened its Multiple Disabilities Support classroom at Stetson Middle School. There is currently one student in the program, who transitioned from the district's elementary MDS program at Starkweather Elementary School. Students have an opportunity for inclusion in regular education with typically developing peers. The extent of that inclusion is determined on an individual basis by IEP teams. The MDS program has taken part

in Project MAX through PaTTAN and has utilized multiple hours of collaborative professional development to meet the needs of the students.

Elementary Emotional Support –
There are currently two emotional support teachers at Mary C Howse Elementary School serving students from all elementary buildings within the district. Mary C Howse has participated in the school-wide behavior support program through a grant from PDE/PaTTAN. Due to the increased number of students with mental health diagnoses, therapy services through a private agency have been added during the 2017-18 school year.

Project Max –
In order to maximize student exposure to Core-aligned instruction, the Autistic Support Program at Stetson Middle School, in coordination with Special Education, Building Administration, and Curriculum Specialists, has been part of ongoing professional development through PaTTAN's Project Max Grant. The focus of the grant is to align all areas of content instruction, direct instruction or general education instruction, to the PA Core. The team is comprised of building leadership, regular education teachers, special education teachers, related service personnel, paraprofessionals, and central office leadership. Professional Development occurs every month, and focuses on setting instructional goals for students with complex needs. Representatives from the IU (including the Project Max internal coach) and PaTTAN attend these PD meetings to facilitate discussion. The IU and PaTTAN also provide push-in training to classrooms and consultation to teachers and paraprofessionals implementing Core-aligned classroom content. The monies from the grant provide substitute teachers so that the teachers can plan instructional units and diagnose needs within the building. Project Max started at Stetson MS and expanded to Rustin HS.

Transition Program -
During the 2018-2019 school year, a plan will be developed for implementation of an 18-21 year old program to begin in the 2019-2020 school year. The 18-21 program will be to provide transition services to students with disabilities in the least restrictive environment. The purpose is to facilitate students moving from school to post-school activities, which includes training taking place in natural environments and the community.

LRE DATA ANALYSIS

EDUCATIONAL ENVIRONMENT (AGES 6-21)

Outside Regular Class < 21%		Outside Regular Class < 21%			% Other Settings		
	District	State		District	State		District	State
2005-55.0		47.0	2005-2006	7.0	14.0	2005-	9.0	4.0

2006						2006		
2006-2007	58.1	49.7	2006-2007	6.4	12.4	2006-2007	6.8	4.4
2007-2008	55.2	53.0	2007-2008	7.1	11.1	2007-2008	5.9	4.4
2008-2009	55.5	55.3	2008-2009	6.5	10.8	2008-2009	6.2	4.2
2009-2010	57.2	57.8	2009-2010	5.4	10.5	2009-2010	6.4	4.3
2010-2011	49.5	61.0	2010-2011	3.8	9.6	2010-2011	18.2	4.3
2011-2012	55.5	62.2	2011-2012	4.3	9.2	2011-2012	6.7	4.5
2012-2013	58.5	62.3	2012-2013	4.7	9.0	2012-2013	6.2	5.0

	SE Inside Reg Ed 80% or more		SE Inside Regular Class < 40%		SE in Other Settings	
Year	LEA	State	LEA	State	LEA	State
2013-14	60.9	62.4	4.9	8.9	6.5	4.8
2014-15	59.4	62	4.9	9.5	5.6	4.8
2015-16	59.1	61.8	4.8	9.5	5.7	4.9
2016-17	57.3	62.4	4.5	9	6.7	4.9

SPECIAL EDUCATION ENROLLMENT (School Age)

	2005-2006		2006-2007		2007-2008		2008-2009	
	District	State	District	State	District	State	District	State
Total Special Ed Enrollment	1497	268198	1484	270930	1517	271107	1534	271309
Percent of Special Ed Enrollment by Disability	12.7	14.7	12.5	14.9	12.8	15.0	13.2	15.2
Autism	5.7	3.3	6.6	3.9	7.4	4.6	7.8	5.3
Deaf-Blindness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Emotional Disturbance	9.0	9.7	8.0	9.6	8.0	9.4	7.2	9.2
Hearing Impairment Including Deafness	0.9	1.1	1.0	1.0	0.9	1.0	1.1	1.0
Mental Retardation	3.1	9.5	2.9	9.0	2.9	8.5	2.8	8.1
Multiple Disabilities	1.8	1.1	2.0	1.0	1.8	1.0	1.9	1.0

Orthopedic Impairment	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.3
Other Health Impairment	6.5	4.4	9.1	5.3	9.4	6.2	11.0	7.0
Specific Learning Disability	57.9	53.9	54.6	53.0	50.5	52.1	46.8	51.0
Speech or Language Impairment	14.1	16.0	15.0	16.1	18.1	16.1	20.3	16.3
Traumatic Brain Injury	0.0	0.3	0.0	0.3	0.0	3.0	0.0	0.3
Visual Impairment Including Blindness	0.7	0.4	0.0	0.4	0.7	0.4	0.0	0.4

	2009-2010		2010-2011		2011-2012		2012-2013	
	District	State	District	State	District	State	District	State
Total Special Ed Enrollment	1516	270150	1671	270288	1482	268466	1465	268640
Percent of Special Ed Enrollment by Disability	12.7	15.2	13.9	15.2	12.4	15.2	12.4	15.3
Autism	9.2	6.1	10.6	7.0	10.3	7.9	10.9	8.6
Deaf-Blindness	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Emotional Disturbance	6.4	9.0	7.6	8.8	4.9	8.6	5.8	8.6
Hearing Impairment Including Deafness	0.0	1.0	0.0	1.0	0.8	1.0	1.0	1.0
Mental Retardation	3.1	7.9	5.8	7.6	2.7	7.1	2.9	7.1
Multiple Disabilities	1.6	1.0	1.4	1.1	1.6	1.1	1.8	1.1
Orthopedic Impairment	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.3
Other Health Impairment	10.9	8.0	14.0	9.0	17.7	10.1	19.7	11.2
Specific Learning Disability	45.4	49.9	40.5	48.3	38.8	46.9	37.8	45.4
Speech or Language Impairment	21.6	16.1	18.7	16.2	21.8	16.2	18.6	16.0
Traumatic Brain Injury	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.2
Visual Impairment Including Blindness	0.0	0.4	0.0	0.4	0.9	0.4	1.1	0.4

	LEA 2013-14	State 2013-14	LEA 2014-15	State 2014-15	LEA 2015-16	State 2015-16	LEA 2016-17	State 2016-17
Sped enrollment	1504	269349	1490	270848	1512	276185	1533	283145
% enrollment	12.8	15.4	12.7	15.6	13.1	15.9	13.2	16.5
Autism	11.9	9.4	11.5	9.9	12.1	10.3	13	10.7
Deaf-Blindness	---	0	---	0	---	0	---	0
Emotional Disturbance	5.9	8.4	6.8	8.5	6.3	8.5	6.2	8.5
Hearing Impairment/deaf	1.3	1	1.4	1	1.6	1	1.3	1
Intellectual Disabilities	2.7	6.7	3.2	6.6	3.2	6.5	3.8	6.5

Multiple Disabilities	1.5	1.1	1.5	1.1	1.5	1.1	1.3	1.1
Orthopedic Impairment	---	.3	---	.3	---	.3	---	.2
Other Health Impairment	22.3	12.3	25.2	13.2	26.3	14.1	26	14.9
Specific Learning Disability	36.6	44.3	33.8	43.3	33.6	42.6	34	41.8
Speech or Language Impairment	16.8	15.8	15.3	15.4	13.9	15	12.5	14.7
Traumatic Brain Injury	---	.3	---	.2	---	.2	---	.2
Visual Impairment/blindness	.7	.4	---	.4	.9	.4	1	.4

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.

Mary C. Howse School- Wide Positive Behavior Support

The mission of the Mary C. Howse School-Wide Positive Behavior Team is to create a safe learning community that promotes student achievement through the pro-active and consistent practice of Respect, Responsibility, and Safety. Students are taught lessons to show/demonstrate what the expectations are in the school setting. Every staff member is expected to model these taught behaviors and acknowledge students when they see them demonstrating positive behaviors. Students receive a "Dragon Dollar" and can use that dollar to earn the possibility of being selected for a reward. During the 15-16 school year, 99% of our students earned one or more of our school-wide rewards. We started the program in January 2016.

Summarized School District Policy:

Board Policy No. 113.2 incorporates all of the requirements and limitations of Section 14.133 of the regulations of the State Board of Education, 22 Pa. Code Sec. 14.133, as the policy of the District and ensures that the Superintendent or his or her designee "shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques that those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP[s] of ... child[ren] with disabilities." The District requires that all IEPs developed for children with learning-interfering behaviors include either goals for the development of appropriate replacement behaviors and/or behavior interventions and strategies that emphasize the use of positive behavior teaching and shaping techniques. Use of physical restraining methods is permitted only when necessary to control acute or episodic behaviors that present a danger to the child or others and only when less restrictive measures have proven to be or are ineffective. Such restraints are never used for the

convenience of staff, as a substitute for an educational program, or as punishment. Behavior interventions and strategies are based on functional behavioral assessments when appropriate. Use of mechanical restraints is strictly prohibited except when necessary to control involuntary movement or to stabilize the lack of muscle control, when such conditions are the result of organic conditions and are prescribed by a medical professional. All staff members are educated in the contents of the Board policy. Any staff member who may have to restrain a student must be certified in Non-Violent Crisis Intervention (NCI).

Positive Behavior Supports and De-escalation techniques:

In the past 3 years at least 2 CPI/de-escalation technique trainings per school year have occurred for staff who work with students with challenging behaviors. The District will continue to conduct at least 2 trainings per school year for new staff and for refresher trainings. Furthermore, WCASD is developing a protocol to be implemented in each school building to ensure a systematic process for training the school-based CPI/De-escalation teams.

Currently, all students with disabilities who have behaviors that impede his/her learning or that of others have carefully designed goals and/or specially designed instruction addressing those behaviors. A team of professionals and the parent conducts a Functional Behavior Assessment (FBA) to determine the target behaviors of concern. Once the behaviors are identified, the team analyzes the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the students' behaviors are also documented. The team then analyzes all the shared information. Upon completion of the FBA, the team creates a Positive Behavior Support Plan (PBSP). This plan systematically addresses the behaviors of concern and reinforces newly learned, appropriate replacement skills using positive reinforcers. The PBSP is shared with all staff working with the student to ensure consistent implementation of the plan across all environments. In addition to training staff, the District contracts with behavior specialists who are Board Certified Behavior Analysts (BCBA) to support our students who present with more intense behavior needs. Our consultant models behavioral techniques for our staff and observes the implementation of behavioral strategies to ensure proper delivery and in-class coaching.

Regulatory Compliance:

Pennsylvania Chaper 14, §14.133 Positive Behavior Support

Rationale - Philosophical/Moral Belief:

The West Chester Area School District (WCASD) believes that all children, regardless of their disability, should be educated in the least restrictive environment to the maximum extent possible with nondisabled peers. The District fully embraces the responsibility to meet the individual behavioral needs of students to ensure they make meaningful progress. Schools are implementing characteristics of school-wide positive behavior support programs as well as creating individual positive behavior support plans to reinforce appropriate behavior and teach positive replacement skills that will be generalized throughout the learning environment.

West Chester Area School District

Book Policy Manual Section 100 Programs Title Behavior Intervention Number 113.2 Status Active Adopted August 1, 2015 Last Reviewed August 24, 2015

Purpose

To ensure compliance with the requirements of Chapter 14 of the regulations of the Pennsylvania State Board of Education governing behavior interventions and the use of restraints with students identified with disabilities.[1]

General Policy

The following principles shall govern the use of behavior supports and interventions for children with disabilities:[1][2][3][4][5][6][7][8][9]

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of adverse techniques, and the unreasonable use of restraints.

2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.

3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.

5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

6. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into the body of the IEP.

Definitions

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise.[1]

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

Behavior support - the development, change, and maintenance of selected behaviors through the systematic application of behavior change techniques.

Positive Behavior Support Plans - a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints - the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.

2. Guiding a student to an appropriate activity.

3. Holding a student's hand to escort him/her safely from one area to another.

4. Hand-over-hand assistance with feeding or task completion.

5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Guidelines

Use of Physical Restraints Other Than Mechanical Restraints

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or his/her designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing 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.[1]

The use of restraints may only be included in a student's IEP under the following conditions:[1]

1. The restraint is used in conjunction with specific components of positive behavior support.

2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.

3. Staff are authorized, and have received all training required, to use the specific procedure.

4. The positive Behavior Support Plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support.

5. The use of restraints are not included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

Use of Mechanical Restraints

Except in an emergency, or otherwise provided herein, mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.[1]

Proscription of Certain Aversive Techniques

The following aversive techniques for addressing behavior are inappropriate and may not be used in educational programs:

1. Corporal punishment.

2. Punishment for a manifestation of a child's disability.

3. Locked rooms, locked boxes, or other locked structures or spaces from which the child cannot readily exit.

4. Noxious substances.

5. Deprivation of basic human rights, such as withholding meals, water, or fresh air.

6. Suspensions constituting a pattern as defined in Section 14.143(a) of the regulations of the State Board of Education, and any other successor regulation.[10]

7. Treatment of a reasonably demeaning nature.

8. Electric shock.

9. The use of prone restraints, which are those by which a student is held face down on the floor.

Reporting and Monitoring

The Superintendent or his/her designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.[1]

Referral to Law Enforcement

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and positive Behavior Support Plan shall be required for students with disabilities who have positive Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or his/her designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the functional behavioral assessment and the positive Behavior Support Plan of the student.[1][9][11]

Regular Program of Training

The Superintendent or his/her designee shall provide for the regular training and retraining, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy.[1]

Legal 1. 22 PA Code 14.133 2. 20 U.S.C. 1414 3. 20 U.S.C. 1415 4. 34 CFR 300.324 5. 34 CFR 300.34 6. 34 CFR 300.530 7. Pol. 113 8. Pol. 113.1 9. Pol. 113.3 10. 22 PA Code 14.143 11. 22 PA Code 10.23 24 P.S. 1303-A 24 P.S. 1302.1-A 22 PA Code 10.2 22 PA Code 10.21 22 PA Code 10.22 22 PA Code 10.25 22 PA Code 14.104 22 PA Code 14.145 20 U.S.C. 1400 et seq 34 CFR Part 300 Pennsylvania Training and Technical Assistance Network (PaTTAN), Questions and Answers on the Restraint Reporting Requirements and System, June 2009 Pol. 000 Pol. 103.1 Pol. 218 Pol. 218.1 Pol. 218.2 Pol. 222 Pol. 227 Pol. 805.1

School-Based Behavioral Health Services:

The West Chester Area School District staffs each of three high schools with an intervention specialist. The role of the intervention specialist is to intervene in crisis situations and to provide supportive counseling for students who require a higher degree of care than that which a teacher or

counselor can provide. All counselors in the school district are trained in suicide risk assessment and violence risk assessment. Mental health screenings are available for all grade levels.
At the high school level, if a student's mental health needs are not able to be met in their home school, the district provides outpatient services through a licensed mental health facility for students who have difficulty getting to facilities outside of school. The West Chester Area School District calls this the APT Academy. APT stands for achieve, progress, transition.
Continuing in the 2018-2019 school year, the APT Academy will be staffed by two therapists, a psychiatrist, and a counselor. Personnel at APT facilitate two mental health groups per day in addition to individual therapy, and they provide medication management through a licensed psychiatrist.
In order to build capacity at the middle school level to support behavior and mental health needs, starting in the 2018-2019 school year, there will be a full-time licensed mental health therapist in each of the middle schools in the West Chester Area School District.

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.

The West Chester Area School District provides a continuum of services for students identified under Pennsylvania Chapter 14 regulations to ensure that students are being serviced in the least restrictive setting.
In instances when the West Chester Area School District has difficulty ensuring FAPE for an individual student a number of processes occur simultaneously. Through the IEP process, the building team (intervention specialists, social worker, caseworkers, counselors, school psychologist and teachers) gradually increase supports and services through accommodations to the setting and/or curriculum. Supports and services may include: additional staff in the form of a one-on-one aide; increased access to available special education supports within the building; options available through the use of technology in the form of assistive technology software/devices or online instruction; variations within the student day that allow for an abbreviated day or more frequent breaks within the day. While this is occurring, the district explores additional resources and the programs available through the Chester County Intermediate Unit (CCIU). Such supports and programs may include the **ATTEND Program**
which is a comprehensive, evidence based program that assesses, diagnosis and treats students

with school refusal behavior and related anxiety problems.
When the district is unable to meet the individual needs of a student experiencing substance abuse, the IEP team has utilized the Changes program operated through the Chester County Intermediate Unit. **Changes**
is an alternative high school program that addresses the academic, social, emotional, and behavioral needs of students who are not succeeding in a traditional high school setting due to substance abuse. Changes provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small, caring, and personalized setting. The goal of the program is to provide students with the skills to maintain sobriety, achieve academic success, succeed in the workplace, transition into the community, and return to the regular school setting.
Currently, the District does not operate its own partial hospitalization program for elementary and middle school. This results in some students with severe mental health needs to being placed in outside programs through the Chester County Intermediate Unit such as: CARE, TEACH, Reach and Gateway.

- The **CARE**
program is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages 6 through 10 who have been diagnosed with significant mental health disorders such as oppositional defiant disorders, conduct disorders, mood disorders and anxiety disorders.

- The **TEACH**
program is a school-based, therapeutic program that provides a clinical and alternative education environment for children, ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder, such as a oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.

- The **Reach**
program is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children ages 14 through 21 who have been diagnosed with significant mental health disorders such as oppositional defiant disorders, conduct disorders, mood disorders and anxiety disorder.

- Gateway offers both middle school and high school programming with smaller academic and elective classroom environments along with mental health counseling for students with IEPs who exhibit mild to moderate adjustment difficulties.

When appropriate, the Home-School-Community System is utilized to bring together everyone working with the student to engage in an open problem solving dialog about available resources for the student and their family. At the same time, the Special Education Office Supervisors and Liaisons work closely with APS's, the private sector and cyber schools as a resource for possible programming.
The District offers intensive outpatient (IOP) therapy at one of our high schools utilizing an outside

agency. This allows students to receive therapy in the school setting and minimizes disruption to the school day. As part of the program, a family component is included. Outpatient therapy (OP) is offered in all three middle schools and all three high schools.

Successful Programs, Services and Education Placement Options

Over the past three years, the types of supports available in individual schools have expanded in order to provide educational opportunities for children in their respective home schools.
The WCASD offers a continuum of **Learning Support**
services for identified students in each of our 16 buildings.
The WCASD offers a continuum of **Autistic Supports**
throughout the district. Autistic supports are available in most buildings in the WCASD with 5 of the 16 buildings providing more intensive autistic support programming. Teachers have received ongoing training and are skilled in the use of applied behavior analysis, social skills instruction, the development/implementation of functional behavior assessments, literacy instruction, positive behavior support plans and verbal behavior and intensive language development. Currently six autistic support teachers who serve students with intensive needs are participating in the Autism Initiative operated through PaTTAN with a focus on learning and applying verbal behavior and intensive teaching strategies in their classrooms, while utilizing the verbal behavior MAPP. The VB Mapp is a criterion referenced assessment tool, curriculum guide, and skill tracking system. Teachers use the information to make instructional decisions for their students.

Emotional Supports
are available in all WCASD schools. Intensive Emotional Support programs are available at one elementary and one middle school in the district. In order to expand emotional support services, the District has partnered with EPIC Service Group and the CCIU to meet the needs of children with behavioral challenges.

Multiple Disabilities Supports
are available for students in grades K-8. Students in the program receive integrated therapies into academic and functional instruction. The program also has a classroom nurse at the elementary level who monitors the intense medical needs of the students. The district is planning for MDS classrooms at the high school level to open for the 2019-2020 school year.

Life Skills Supports
are available at one elementary school, one middle school and one high school. At the elementary level, the Life Skills program has continued to expand its ability to implement inclusive practices. At the middle and high school levels, community based instruction has been fully incorporated into the program.

The West Chester Area School District established a School Based Mental Health program in the district, operated by the CCIU. Students are also referred for credit recovery. This program is housed within the district boundaries and services both general education and special education students. Student referrals may be based upon IEP Team decisions, discipline, Child Study referrals (Truancy, Mental Health, Drug & Alcohol).

When the West Chester Area School District has difficulty ensuring FAPE for a particular disability category, existing resources are analyzed to determine gap areas. Once these areas have been identified, options for improvement are explored and a plan is developed and implemented.

Resources may include: additional staff development trainings through the CCIU, PaTTAN, or through the private sector.

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.

Parents and staff were surveyed and asked to provide input regarding the strengths and highlights of the special education program. Below is a summary of their input.
Staff survey -

Please rate the following statements 1-5 with 5 agreeing the most:

1. WCASD offered continuum of comprehensive transition services and activities - 65% of respondents agreed or strongly agreed
2. WCASD staff has received the necessary training to implement effective positive behavior support techniques and methods - 41% of respondents agreed or strongly agreed
3. WCASD has the resources required to effectively program for students identified on the Autism spectrum - 59% of respondents agreed or strongly agreed
4. WCASD has offered relevant professional development for you - 51% of respondents agreed or strongly agreed
5. WCASD has offered relevant professional development in the area of executive functioning to teachers - 39% of respondents agreed or strongly agreed
6. WCASD has provided the resources to teachers and support staff to maximize time for complex needs students in inclusive environments - 28% of respondents agreed or strongly agreed

Comments -
•Our supervisors are always there and respond promptly when we reach out for assistance. Additionally, our supervisors are receptive to our requests. •I feel that everyone works together as a team. We also have a great support system. •Special education teachers receive extensive professional development each year. •Teachers do a wonderful job collecting data and reporting on data. Decisions are made based on data collected. •Caseloads are manageable, majority of special education teachers at my school have the best interest of the kids in mind and work together cohesively, an overall positive experience with parent communication and established relationships •I appreciate the support provided from all levels of the SPED in the district. I feel like I can always

get a question answered professionally and promptly from all levels. •IEP writing days; Liaisons; ESY Program; Monthly IEP Writer Workshops

Parent survey -

1. My child's case manager makes an effort to include me in the decision making process during IEP meetings - 89% of respondents agreed or strongly agreed
2. Communication coming from my child's case manager is clear and prompt - 79% of respondents agreed or strongly agreed
3. I enjoy working with my child's special education teacher(s) - 80% of respondents agreed or strongly agreed
4. WCASD provides resources that are helpful for parents that have children with special needs - 65% of respondents agreed or strongly agreed

Comments **-**

•This district, in comparison to others, is very accommodating. Decisions seem based on my child's needs rather than the cost of meeting those needs. We're very happy with the current state of affairs. •My case manager has been wonderful the last two years with our son. Moving into this school district has changed our lives in general. I can say with 100% certainty that she's part of the reason that he enjoys learning. She has changed his attitude towards school, and has helped give him the confidence he needed to succeed. (As his parents, we knew the potential was there). He will continue to succeed because of her support and guidance. He is our 'rockstar'. •The communication between the professionals is exceptional at the school and I appreciate it immensely. The special education teacher has been able to coordinate my son's care in the most trying times and has helped my son improve immensely. There is even coordination with his outside professionals which helps too reinforce his learning. •Communication and willingness to hear and apply parent concerns and make changes to programming, interventions and strategies that best support your child! •The biggest strength that we have experienced is the recognition for a needed change. There is never hesitation, just a quick and innovative enactment.

Parent training opportunities has expanded in the last few years and will continue to grow throughout this three year plan. Below are a few of the examples being offered for parents.

- Monthly TEAM meetings
- START/Circles
- Trainings for parents of students who utilize AAC devices

- Opportunities to meet with OVR representatives

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
Devereux - Kanner Campus	Incarcerated	Educational Services can be provided at a West Chester Area School District school, in a Chester County IU program, or at the Devereux Campus	128

		based on the needs of the individual student.	
Glen Mills	Incarcerated	Students who are placed residentially at the Glen Mills facility are also educated on the campus.	80
Glen Mills	Nonresident	Students can be placed educationally at Glen Mills under the guidelines of AEDY.	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Child Career Development Center-Career Academy-IU#24	Other	Pre-vocational classroom options in addition to core education	4
Reach - IU #24	Other	The Reach program is a school-based partial hospitalization program for students diagnosed with significant MH disorders	2
Teach	Other	The TEACH program is a school-based, therapeutic program that provides a clinical and alternative education environment for children, ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder.	4
Changes - IU#24	Other	Changes is an alternative high school program that addresses the academic, social, emotional, and behavioral needs of students who are not succeeding in a traditional high school	2

		setting due to substance abuse	
Child Career Development Center-IU#24	Other	Various special ed centered programs, autism support, learning support, emotional support, life skills support, and multi-disabilities support programs	19
Gateway-IU#24	Other	smaller academic and elective classroom environments, and mental health counseling for students with individualized education plans (IEPs) who exhibit mild to moderate adjustment difficulties	17
Learning Center Options-IU#24	Other	Students who are experiencing social/emotional/behavioral issues and who demonstrate an interest and desire to learn but benefit from a smaller, more personalized learning environment	10
Transitional Living-IU#24	Other	The CCIU Transitional Living program helps students with special needs prepare for life after high school. Instead of reporting to school each day, students meet at "their apartment," fully-furnished apartment located in a residential building in the heart of West Chester	4
Milagre Kids School	Other	Milagre Kids School, Inc. Is a nonprofit corporation started by parents that specialize in educating children with Autistic Spectrum Disorders.	3
Camp Hill Special Schools	Approved Private Schools	Day and residential programs for children and youth with	4

		intellectual and developmental disabilities	
Elwyn	Approved Private Schools	Program for students with intellectual, developmental and behavioral challenges.	2
Devereux - Kanner Campus	Approved Private Schools	Program for students with intellectual/developmental disabilities, emotional, behavioral, and sexual disorders, dual diagnosis, autism spectrum disorders, neurological impairments, learning disabilities, and brain injury.	5
HMS School	Approved Private Schools	Serving students with Cerebral Palsy	1
Melmark	Approved Private Schools	Melmark is a comprehensive multi-service agency, providing residential, educational, therapeutic and recreational services for children and adults with autism, intellectual disabilities, a brain injury and other neurological and genetic diagnoses.	1
Overbrook School for the Blind	Approved Private Schools	Services students with visual impairments	2
PA School for the Deaf	Approved Private Schools	Serving students with hearing impairments	1
Timothy School	Approved Private Schools	School for children with autism	2
Vanguard	Approved Private Schools	The Vanguard School has been an innovator in offering an integrated academic, social and life skills approach within a supportive environment where the ultimate goal is to have each student become an independent,	11

		functional, and happy member of society.	
Woods School	Approved Private Schools	Woods is a leading advocacy and service organization for people with exceptional challenges, disabilities and complex needs. 2 students who currently attend the Woods program are there through the RTF portion.	2
Aspire-IU #24	Other	The Aspire program provides students diagnosed with an autism spectrum disorder and/or a related mental health disorder, ages 17 to 20, with the opportunity to participate in a college campus experience, and to develop social, academic and emotional skills.	2
Chammp-IU #24	Other	Communities Helping Adolescents with Autism Make Progress (CHAAMP) program helps adolescents with moderate to severe autism transition to adult life by teaching them to live as independently as possible in the community.	2
Transitional Work Program-IU #24	Other	The Transitional Work Program (TWP) is for students who are post-12th grade through age 21 and are not planning to attend post-secondary training programs or a two- to four-year college.	3
Project Search-IU #24	Other	The goal of Project SEARCH at Phoenixville Hospital is to prepare students	3

		(and families) for the world of work after graduation. With that in mind, independent travel to and from home to work (the SEARCH classroom) will be emphasized and supported by the CCIU's Travel Training Program.	
Pathway School	Approved Private Schools	The Pathway School is an approved private school that serves students with neurological impairment, including Autism Spectrum Disorder, psychological disorders, and serious emotional disturbance.	5

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
East Bradford Elementary-Krupa	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	5 to 8	25	0.5
Locations:				
East Bradford Elementary-Krupa	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
East Bradford Elementary-Twohig	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 11	15	0.75
Locations:				
East Bradford Elementary-Twohig	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	20	1
Locations:				
East Bradford Elementary-Brill	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	20	1
Locations:				
East Bradford Elementary-Smith	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
East Goshen Elementary-Overturf	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Teacher caseload now Supp AS only.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
East Goshen-Falco	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

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:				
East Goshen Elementary-Carter	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	6 to 9	3	0.25
Locations:				
East Goshen Elementary-Carter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.25
Locations:				
East Goshen Elementary-Carter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
East Goshen Elementary-Trout	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.3
Locations:				
East Goshen Elementary-Leavens	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	5	0.1
Locations:				
East Goshen Elementary-Leavens	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.6
Locations:				
East Goshen Elementary-Leavens	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: This was a class move for the 2016-17 school year that was prior approved. Updated above teacher info.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Penn Wood Elementary-Chafetz	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 11	25	0.5
Locations:				
Penn Wood Elementary-Chafetz	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: Updated teacher information above. Not a caseload change.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	8	1
Locations:				
Exton Elementary-Lisowski	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	12	0.6
Locations:				

Exton Elementary-Kelly	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 10	20	0.4
Locations:				
Exton Elementary-Kelly	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	2	0.05
Locations:				
Exton Elementary-Moore	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3
Locations:				
Exton Elementary-Moore	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	5 to 8	30	0.6
Locations:				
Exton Elementary-Moore	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.05
Locations:				
Exton Elementary-Moore	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Exton Elementary-Verbos	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 11	5	0.1
Locations:				
Exton Elementary-Rothemich	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 11	10	0.5
Locations:				
Exton Elementary-Rothemich	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 11	20	0.4
Locations:				
Exton Elementary-Rothemich	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.3

Locations:				
Fern Hill Elementary-Sabagal	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	5 to 8	30	0.6
Locations:				
Fern Hill Elementary-Sabagal	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	5 to 8	5	0.1
Locations:				
Fern Hill Elementary-Sabagal	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
Fern Hill Elementary-Phillips	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 11	15	0.75
Locations:				
Fern Hill Elementary-Phillips	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: Nothing changed with caseloads above, changed the teacher information.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				

Fern Hill Elementary-Bird	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 11	10	0.5
Locations:				
Fern Hill Elementary-Bird	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Locations:				
Glen Acres Elementary-DeAngelis	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 11	12	0.25
Locations:				
Glen Acres Elementary-DeAngelis	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Glen Acres Elementary-McCown	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	5 to 8	25	0.5
Locations:				

Glen Acres Elementary-McCown	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Glen Acres Elementary-Starace	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 11	25	0.5
Locations:				
Glen Acres Elementary-Starace	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	0.4
Locations:				
Hillsdale Elementary-Kaighn	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	5 to 8	2	0.1
Locations:				
Hillsdale Elementary-Kaighn	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	5 to 8	5	0.1
Locations:				

Hillsdale Elementary-Kaighn	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.4
Locations:				
Hillsdale Elementary-Kaighn	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
Hillsdale Elementary-McClune	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 11	15	0.75
Locations:				
Hillsdale Elementary-McClune	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.15
Locations:				
Hillsdale Elementary-Williams	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 11	15	0.75
Locations:				

Hillsdale Elementary-Williams	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	8 to 11	3	0.1
Locations:				
Hillsdale Elementary-Williams	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No change to FTE or caseload. Just updated teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Mary C Howse Elementary-Fallon	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Mary C Howse Elementary-Fallon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				
Mary C Howse Elementary-Watson	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 11	10	0.5
Locations:				

Mary C Howse Elementary-Watson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just change teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	3	0.25
Locations:				
Mary C Howse Elementary-Casey	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	2	0.25
Locations:				
Mary C Howse Elementary-Casey	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	12	0.25
Locations:				
Mary C Howse Elementary-Casey	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	5 to 8	5	0.25
Locations:				
Mary C Howse Elementary-Casey	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	10	0.2
Locations:				
Mary C Howse	An Elementary School	A building in which General Education		

Elementary-Orth	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	4	0.2
Locations:				
Mary C Howse Elementary-Orth	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 11	2	0.2
Locations:				
Mary C Howse Elementary-Orth	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 11	3	0.4
Locations:				
Mary C Howse Elementary-Orth	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	0.5
Locations:				
Penn Wood Elementary-Johnson	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 11	10	0.5
Locations:				
Penn Wood Elementary-Johnson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.25
Locations:				
Penn Wood Elementary-Ray	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	0.75
Locations:				
Penn Wood Elementary-Ray	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.4
Locations:				
Starkweather Elementary-Johanson	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 11	6	0.3
Locations:				
Starkweather Elementary-Johanson	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	8 to 11	4	0.2
Locations:				
Starkweather Elementary-Johanson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	5	0.1
Locations:				
Starkweather Elementary-Johanson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 9	4	0.5
Locations:				
Starkweather Elementary-Low	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 9	4	0.5
Locations:				
Starkweather Elementary-Low	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Westtown Thornbury Elementary-Baggely	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 11	25	0.5
Locations:				
Westtown Thornbury Elementary-Baggely	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Locations:				
Westtown Thornbury Elementary-Morasco	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	5 to 8	25	0.5
Locations:				
Westtown Thornbury Elementary-Morasco	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	6	0.5
Locations:				
Westtown Thornbury Elementary-Gilliano	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	2	0.3
Locations:				
Westtown Thornbury Elementary-Gilliano	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	5 to 8	10	0.2
Locations:				
Westtown Thornbury Elementary-Gilliano	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Fugett Middle School-Murawski	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 14	10	0.5
Locations:				
Fugett Middle School-Murawski	A Middle School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just changed teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Fugett Middle School-Harrison	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 14	10	0.5
Locations:				
Fugett Middle School-Harrison	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Fugett Middle School-Krissinger	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	11 to 14	25	0.5
Locations:				
Fugett Middle School-Krissinger	A Middle School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 29, 2016

Reason for the proposed change: Aligning support service within feeder pattern to ensure students remain with their peers K-12. This was a move class for the 16-17 school year. The class will remain for the 17-18 school year. I can not undo this revision for the 17-18 school year, so it has to stay as a move.

Present Class Location: 117

Proposed Class Location: C131

Length of time class has been in present location: 14

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	20	1
Locations:				
Peirce Middle School-Stolnis	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	9	0.75
Locations:				
Fugett Middle School-Carney-Massey	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 14	2	0.1
Locations:				
Fugett Middle School-Carney-Massey	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	11 to 14	5	0.1
Locations:				
Fugett Middle School-Carney-Massey	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.05
Locations:				
Fugett Middle School-Carney-Massey	A Middle School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Fugett Middle School-Estrada	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 14	10	0.5
Locations:				
Fugett Middle School-Estrada	A Middle School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	7	0.15
Locations:				
Fugett Middle School-Rosen	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 14	15	0.75
Locations:				
Fugett Middle School-Rosen	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	11 to 14	5	0.1
Locations:				
Fugett Middle School-Rosen	A Middle School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Fugett Middle School-Scolis	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 14	10	0.5
Locations:				
Fugett Middle School-Scolis	A Middle School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: This is only a teacher name change. Nothing changed with class or caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Peirce Middle School-Oberholtzer	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 14	10	0.5

Locations:				
Peirce Middle School-Oberholtzer	A Middle School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.25
Locations:				
Peirce Middle School-Fosco	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 14	15	0.75
Locations:				
Peirce Middle School-Fosco	A Middle School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.25
Locations:				
Peirce Middle School-Schell	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	11 to 14	3	0.15
Locations:				
Peirce Middle School-Schell	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	11 to 14	4	0.35

Locations:				
Peirce Middle School-Schell	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	11 to 14	2	0.25
Locations:				
Peirce Middle School-Schell	A Middle School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.25
Locations:				
Peirce Middle School-Fagan	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 14	15	0.75
Locations:				
Peirce Middle School-Fagan	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just changed teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Peirce Middle School-Whittingham	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5
Locations:				
Peirce Middle School-Whittingham	A Middle School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.25
Locations:				
Peirce Middle School-Dougherty	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 14	15	0.75
Locations:				
Peirce Middle School-Dougherty	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	11 to 14	2	0.1
Locations:				
Stetson Middle School-Jewitt	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 14	10	0.5
Locations:				
Stetson Middle School-Jewitt	A Middle School	A building in which General		

	Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.3
Locations:				
Stetson Middle School-Jewitt	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	11 to 14	5	0.1
Locations:				
Stetson Middle School-Jewitt	A Middle School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	3	0.4
Locations:				
Stetson Middle School-Smith	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%)	Multiple Disabilities Support	11 to 14	1	0.15
Locations:				
Stetson Middle School-Smith	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 14	8	0.4
Locations:				
Stetson Middle School-Smith	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	11 to 14	2	0.05
Locations:				

Stetson Middle School-Smith	A Middle School Building	A building in which General Education programs are operated		

Program Position #52

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just changed the teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Stetson Middle School-Stansbury	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 14	10	0.5
Locations:				
Stetson Middle School-Stansbury	A Middle School Building	A building in which General Education programs are operated		

Program Position #53

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.3
Locations:				
Stetson Middle School-Derp	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 14	12	0.6
Locations:				
Stetson Middle School-Derp	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%	Emotional	11 to 14	2	0.1

but More Than 20%)	Support			
Locations:				
Stetson Middle School-Derp	A Middle School Building	A building in which General Education programs are operated		

Program Position #54

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.2
Locations:				
Stetson Middle School-Vitello	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	11 to 14	1	0.2
Locations:				
Stetson Middle School-Vitello	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	11 to 14	20	0.4
Locations:				
Stetson Middle School-Vitello	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 14	2	0.1
Locations:				
Stetson Middle School-Vitello	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	11 to 14	5	0.1
Locations:				
Stetson Middle School-Vitello	A Middle School Building	A building in which General Education programs are operated		

Program Position #55

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	20	0.4
Locations:				
Stetson Middle School-Costin	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 14	10	0.5
Locations:				
Stetson Middle School-Costin	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	11 to 14	5	0.1
Locations:				
Stetson Middle School-Costin	A Middle School Building	A building in which General Education programs are operated		

Program Position #56

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	25	0.5
Locations:				
Stetson Middle School-Davolos	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 14	10	0.5
Locations:				
Stetson Middle School-Davolos	A Middle School Building	A building in which General Education programs are operated		

Program Position #57

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	30	0.6
Locations:				
East High School-Bennett	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
East High School-Bennett	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	14 to 18	5	0.1
Locations:				
East High School-Bennett	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	14 to 18	5	0.1
Locations:				
East High School-Bennett	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.3
Locations:				
East High School-Mueller	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
East High School-Mueller	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 18	3	0.3
Locations:				
East High School-Mueller	A Senior High School Building	A building in which General Education programs are operated		

Program Position #59

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-Costin	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 18	25	0.5
Locations:				
East High School-Costin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #60

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	7	0.6
Locations:				
East High School-May	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 18	15	0.3

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

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

Program Position #61

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
East High School-Rightmyer	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-Rightmyer	A Senior High School Building	A building in which General Education programs are operated		

Program Position #62

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 29, 2016

Reason for the proposed change: We're aligning the programs so that students can be with the same cohort of peers K-12. This was a move class for the 16-17 school year. The class will remain for the 17-18 school year. I can not undo this revision for the 17-18 school year, so it has to stay as a move.

Present Class Location: 113

Proposed Class Location: 224

Length of time class has been in present location: 14

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 18	20	1
Locations:				
Henderson High School-McMahon	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
East High School-McLain	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-McLain	A Senior High School Building	A building in which General Education programs are operated		

Program Position #64

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	15	0.3
Locations:				
East High School-Phillips	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 18	10	0.2
Locations:				
East High School-Phillips	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-Phillips	A Senior High School Building	A building in which General Education programs are operated		

Program Position #65

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-Zimmerman	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 18	25	0.5
Locations:				
East High School-Zimmerman	A Senior High School Building	A building in which General Education programs are operated		

Program Position #66

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just change teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
East High School-Parry	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
East High School-Parry	A Senior High School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.33
Locations:				
Henderson High School-Vasquez	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.34
Locations:				
Henderson High School-Vasquez	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 18	16	0.33
Locations:				
Henderson High School-Vasquez	A Senior High School Building	A building in which General Education programs are operated		

Program Position #69

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	3	0.25
Locations:				
Henderson High School-Polcini	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Henderson High School-Polcini	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 18	12	0.25
Locations:				
Henderson High School-Polcini	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 18	2	0.25

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

Program Position #70

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Wilson	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 18	25	0.5
Locations:				
Henderson High School-Wilson	A Senior High School Building	A building in which General Education programs are operated		

Program Position #71

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Henderson High School-Corr	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Corr	A Senior High School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just changed teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Henderson High School-Dorsey	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Dorsey	A Senior High School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: No FTE or caseload change. Just changed teacher information above.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Henderson High School-Muzi	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Muzi	A Senior High School Building	A building in which General Education programs are operated		

Program Position #74

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2018

Reason for the proposed change: This is just a teacher name change. Nothing changed with the classroom or caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Henderson High School-Stephen	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Stephen	A Senior High School Building	A building in which General Education programs are operated		

Program Position #75

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Henderson High School-Manley	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Henderson High School-Manley	A Senior High School Building	A building in which General Education programs are operated		

Program Position #76

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	4	0.4
Locations:				
Henderson High School-Shapard	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	Emotional Support	14 to 18	1	0.1
Locations:				
Henderson High School-Shapard	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 18	10	0.2

Locations:				
Henderson High School-Shapard	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 18	1	0.2
Locations:				
Henderson High School-Shapard	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 18	5	0.1
Locations:				
Henderson High School-Shapard	A Senior High School Building	A building in which General Education programs are operated		

Program Position #77

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.4
Locations:				
Rustin High School-McVeigh	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Rustin High School-McVeigh	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%)	Physical Support	14 to 18	1	0.1
Locations:				
Rustin High School-McVeigh	A Senior High School Building	A building in which General Education programs are operated		

Program Position #78

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016
Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Rustin High School-SmithR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Rustin High School-SmithR	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 18	20	0.4
Locations:				
Rustin High School-SmithR	A Senior High School Building	A building in which General Education programs are operated		

Program Position #79

Operator: School District

PROGRAM DETAILS

Type:
Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Rustin High School-Bane	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Rustin High School-Bane	A Senior High School Building	A building in which General Education programs are operated		

Program Position #80

Operator: School District

PROGRAM DETAILS

Type: Class
Implementation Date: August 28, 2016
Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Rustin High School-Freese	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
Rustin High School-Freese	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%)	Deaf and Hearing Impaired Support	14 to 18	1	0.1
Locations:				
Rustin High School-Freese	A Senior High School Building	A building in which General Education programs are operated		

Program Position #81

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Rustin High School-Jacobs	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Rustin High School-Jacobs	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Autistic Support	14 to 18	1	0.1
Locations:				
Rustin High School-Doyle	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
Rustin High School-Doyle	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 18	5	0.1
Locations:				
Rustin High School-Doyle	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 18	3	0.4
Locations:				
Rustin High School-Doyle	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Locations:				
Rustin High School-Bickel	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 18	17	0.35
Locations:				
Rustin High School-Bickel	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 18	5	0.1
Locations:				

Rustin High School-Bickel	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.2
Locations:				
Rustin High School-Bickel	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 18	1	0.15
Locations:				
Rustin High School-Bickel	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	4	0.4
Locations:				
Rustin High School-Harp	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 18	1	0.1
Locations:				
Rustin High School-Harp	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 18	20	0.4
Locations:				
Rustin High School-Harp	A Senior High School Building	A building in which General Education programs are operated		

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

Program Position #86

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Rustin High School-Tornetta	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Rustin High School-Tornetta	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2016

Reason for the proposed change: FTE split adjusted to accommodate the variety of student supports and remain in compliance for caseload standards.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Locations:				
Starkweather Elementary-Svelling	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	8	0.4
Locations:				
Starkweather Elementary-Svelling	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	5 to 8	5	0.1
Locations:				
Starkweather Elementary-Svelling	An Elementary School Building	A building in which General Education programs are operated		

Program Position #88

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	52	0.8
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
East Bradford Elementary-Hennigan	An Elementary School Building	A building in which General Education programs are operated		

Program Position #89

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
East Goshen Elementary-Pilko	An Elementary School Building	A building in which General Education programs are operated		

Program Position #90

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Exton Elementary-Richardson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #91

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Fern Hill Elementary-Benson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #92

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	52	0.8
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Glen Acres Elementary-Berstecher	An Elementary School Building	A building in which General Education programs are operated		

Program Position #93

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Hillsdale Elementary-Pauls	An Elementary School Building	A building in which General Education programs are operated		

Program Position #94

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Mary C Howse Elementary-Hennigan/Benson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #95

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	39	0.6
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Penn Wood Elementary-Pumphrey/Berstecher	An Elementary School Building	A building in which General Education programs are operated		

Program Position #96

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Starkweather Elementary-Condon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #97

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	52	0.8
Justification: Students are seen either on an itinerant individual or group basis. If students are seen by the therapist in a group setting students will not be outside of the 3 year age range. The 5-11 age range indicated in this segment covers the entire therapists caseload per the specific elementary building.				
Locations:				
Westtown Thornbury Elementary-Yost	An Elementary School Building	A building in which General Education programs are operated		

Program Position #98

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	52	0.8
Locations:				
Fugett Middle School-Fricker	A Middle School Building	A building in which General Education programs are operated		

Program Position #99

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	52	0.8
Locations:				
Peirce Middle School-Hogan	A Middle School Building	A building in which General Education programs are operated		

Program Position #100

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	52	0.8
Locations:				
Stetson Middle School-Hetzel	A Middle School Building	A building in which General Education programs are operated		

Program Position #101

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	13	0.2
Locations:				
East High School-Fricker	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	13	0.2
Locations:				
Henderson High School-Hogan	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	52	0.8
Locations:				
Rustin High School-Pumphrey/Hetzel	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	12	0.25
Locations:				
Peirce Middle School-Graff	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 14	5	0.25
Locations:				
Peirce Middle School-Graff	A Middle School Building	A building in which General Education programs are operated		

Program Position #105

Operator: School District

PROGRAM DETAILS

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%)	Autistic Support	14 to 18	5	0.6
Locations:				
East High School-Garvin	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
East High School-Garvin	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 2, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.5
Locations:				
Westtown Thornbury-Walter	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.5
Locations:				
Westtown Thornbury Elementary-Walter	An Elementary School Building	A building in which General Education programs are operated		

Program Position #107

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	4	0.5
Locations:				
Starkweather Elementary-Loper	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%)	Multiple Disabilities Support	5 to 8	4	0.5
Locations:				
Starkweather Elementary-Loper	An Elementary School Building	A building in which General Education programs are operated		

Program Position #108

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	12	0.25
Locations:				
Fugett Middle School-Keogh	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	11 to 14	5	0.25
Locations:				
Fugett Middle School-Keogh	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	11 to 14	12	0.25
Locations:				
Fugett Middle School-Keogh	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 14	5	0.25
Locations:				

Fugett Middle School-Keogh	A Middle School Building	A building in which General Education programs are operated		

Program Position #109

Operator: School District

PROGRAM DETAILS

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%)	Autistic Support	5 to 8	8	1
Locations:				
Fern Hill Elementary-Hadfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #110

Operator: School District

PROGRAM DETAILS

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%)	Autistic Support	11 to 14	4	0.5
Locations:				
Fugett Middle School-Johnson	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	11 to 14	7	0.5
Locations:				
Fugett Middle School-Johnson	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Student Services	Administration Building	1
Director of Pupil Services	Administration Building	1
Supervisor of Special Education	Administration Building	3
School Psychologists	Across all District School Settings	15.6
School Social Worker	Administration Building	1

Home, School & Community Workers	Across all District School Settings	7
Personal Care Assistants	Across all District School Settings	118
Certified School Nurses & RNs	Across all District School Settings	20

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Vision	Intermediate Unit	39.64 Hours
Orientation & Mobility	Intermediate Unit	13.42 Hours
Hearing	Intermediate Unit	15.69 Hours
Personal Care Assistants	Outside Contractor	434 Hours
Occupational Therapy	Outside Contractor	296.82 Hours
Physical Therapy	Outside Contractor	94.18 Hours
School Psychologists	Outside Contractor	15.52 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Autistic support teachers will participate in professional development training with Special Education Liaisons, and the Training and Consultation Team (TaC) from CCIU and PaTTAN. Future trainings include: • Successful inclusion for students with low incidence disabilities • Language Essentials for Teachers of Reading and Spelling (LETRS) <u>Autism Initiative Professional Development</u> Continue to provide training through the PaTTAN consultants for teachers participating in the autism initiative for the 2017-2018 school year. In order provide a continuum of services using verbal behavior strategies, additional teachers at the elementary and middle school level will be trained. 2018-2019- For teachers trained in 2017-2018 school year, teachers will continue to consult in person with PaTTAN and the internal WCASD coach on a monthly basis. Teachers will be able to contact PaTTAN via telephone or by email for additional consultations. Provide 2- half day collaborative opportunities for teacher participating in the Autism Initiative. 2019-2020- For teachers trained, provide opportunity to consult in person with PaTTAN and the internal WCASD coach on a monthly basis. Teachers will be able to contact PaTTAN via telephone or by email for additional consultations. At least 1 additional elementary and middle school teacher will have applied to be part of the Autism Initiative and begin training. 2020-2021- For teachers trained, provide opportunity to consult in person with PaTTAN and the internal WCASD coach on a monthly basis. Teachers will be able to contact PaTTAN via telephone or by email for additional consultations.

	Evidence of results will be the implementation of verbal behavior/intensive teaching techniques incorporated into the teacher's instruction. Program implementation scores on the end of year site review compared to fall scores will have increased. Literacy Instruction for students with autism in intensive programs: 2017-2018- Elementary, middle and high school teachers will receive three full days of instruction through the CCIU in Language Essentials for Teachers of Reading and Spelling (LETRS) relative to students with autism in intensive programs. CCIU instructors will consult with teachers during the school year through three ½ day rally sessions and individual consultation opportunities. 2018-2019- Teachers trained in 2017-2018 will continue to work on additional LETRS modules.
Person Responsible	Lisa Phifer
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	4.0
# of Sessions	60
# of Participants Per Session	12
Provider	PaTTAN, CCIU
Provider Type	Pattan and IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.

For classroom teachers, school counselors and education specialists	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 leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Annual Site Review by PaTTAN, Monthly Consult Notes, mentoring reviews with CCIU LETRS trainers

Behavior Support

Description	In order to prevent crisis situations from occurring, the District will continue to provide a series of trainings in Crisis Prevention. The West Chester Area School District utilizes the curriculum, restraint practices, and crisis prevention model of the Crisis Prevention Institute, Inc. Costs for Instructor Renewal program will be budgeted by Office of Pupil Services. CPI instructors will maintain a master list of certification records maintained by the District. The certification is valid for two years and certificates will be issued to all certified staff upon

	completion of the course. The District will be requiring building level administration to identify a core team of CPI certified staff that consists of at least 5 personnel from a variety of disciplines. This may include: Building Admin; Counselor; Psychologist; Regular Education Staff; Special Education Staff; Nurse and Student/Class Specific Staff as needed. Upon the identification of staff and/or completion of training, building teams will meet on a regular basis to review Crisis Prevention guidelines and practice. The CPI trainers will meet two times per school year with trained building staff for a general review of Crisis Prevention guidelines and offer relevant feedback. In addition to the CPI materials covered during initial trainings, the district will provide a sample restraint form, school board policy, and other specific WCASD documents for presentation to appropriate staff members. In addition to CPI, all special education teachers in the West Chester Area School District have received training in the area of Functional Behavior Assessment, and the implementation of Positive Behavior Support Plans. The District has utilized Epic Developmental Services, the Chester County Intermediate Unit, and District personnel to accomplish this. Over the course of the next 3 years, the District plans to continue this work by further establishing policies and procedures, and using professional development to maximize consistency.
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0

# of Sessions	9
# of Participants Per Session	20
Provider	Epic Developmental Service Group, CCIU, and District Personnel
Provider Type	IU, for Profit Company, School Entity
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	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 leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	• On-going application and implementation of Positive Behavior Support Plans; monitoring of building teams' responses to crisis situations

Evaluation Methods	collection of behavioral data from behavior plans; feedback from CPI instructors

Paraprofessional

Description	All paraprofessionals will be highly qualified as demonstrated by the completion of 20 hours of professional development annually. Training opportunities will be provided by district and intermediate staff with a variety of topics related to their individual positions. The District uses multiple sources of trainers when conducting the paraprofessional trainings. Topics expected to be included, but not limited to: 1. use of de-escalation techniques, 2. use of prompt hierarchy, 3. social skills strategies for generalization, 4. wellness, 5. disability awareness, 6. use of strategies to support learning of skills, 7. behavior management.
Person Responsible	Supervisor of Special education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	9
# of Participants Per Session	120
Provider	District staff as well as contracted agencies to include but not limited to: CCIU, Epic Developmental, PTS, etc.
Provider Type	Combination of CCIU, for profit companies, PaTTAN
PDE Approved	Yes
Knowledge Gain	To continue to gain knowledge in the required 10 competency areas for paraprofessionals per PDE: 1. Foundations of Special Education 2. Development and Characteristics of Learners 3. Individual Learning Differences 4. Instructional Strategies 5. Learning Emvironments and Social Interactions

	6. Language 7. Instructional Planning 8. Assessment 9. Professional and Ethical Practice 10. Collaboration
Research & Best Practices Base	All professional development facilitators will be highly qualified in the content area for each session. The information presented will be current and in aligned with the competencies as outlined by the state.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Paraprofessional Parents

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting Paraprofessional observations
Evaluation Methods	Participant survey Administrator observations in accordance with the district evaluation system for paraprofessionals

Reading NCLB #1

Description	Special education teachers who teach language arts will participate in district professional development regarding the English/Language Arts curriculum and all follow-up professional development for the duration of the Special education plan. Select special education teachers will receive training in Wilson Reading, LETRS, RAVE-O, Linda Mood Bell methodology in order to be able to implement the reading strategies.
Person Responsible	Special education supervisor
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	20
Provider	District
Provider Type	School Entity and 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	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	Classroom teachers
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Follow up consultation opportunities with trainers
Evaluation Methods	Classroom student assessment data

Transition

Description	The District will continue with Secondary Transition improvement practices across the district. **Action Steps for 2018-2021** 1. Continue participation in the Secondary Transition Cohort being led by the CCIU Transition Specialist. 2. Identify and provide training in the resources available to IEP teams to meet the transition needs of our students. This will include school resources,

	community agencies, local businesses, and the Office of MH/IDD in Chester County. 3. Provide training in effective writing and implementation of the IEP that involve transition services to the special education staff 4. Transition representatives from each middle and high school will develop and publish a coordinated set of activities and services that could be utilized for students based on their individual needs. 5. For the 2018-2019 School year, each high school will offer a transition course for students that will support and assist them in meeting their post-secondary goals.
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9
# of Participants Per Session	55
Provider	CCIU
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teachers will gain a stronger knowledge of the transition process and available resources to assist the IEP teams in the development of effective transition plans for individual students.
Research & Best Practices Base	Trainings will be based on presentations conducted by CCIU and other private transition specialists.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Live Webinar Department Focused Presentation
Participant Roles	Classroom teachers Related Service Personnel
Grade Levels	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 IEP writing
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of part 3 of the IEP for secondary students

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

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

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer