

Cheltenham SD

**Special Education Plan Report**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

2000 Ashbourne Rd  
 Elkins Park, PA 19027  
 (215)886-9500  
 Superintendent: Wagner Marseille  
 Director of Special Education: Beverly Gallagher

## Planning Committee

Name	Role
Dr. Beverly Gallagher	Administrator : Special Education
Dr. Benjamin Hammond	Administrator : Special Education
Marcy Hockfield	Administrator : Special Education
Dr. Cheryl Horsey	Administrator : Special Education
Christina Lewis	Administrator : Special Education
Dr. Raymond McFall	Administrator : Special Education
Michelle Robinson	Administrator : Special Education
Stephenie Russell	Administrator : Special Education
Lynn Trumbette	Administrator : Special Education
Christine Zubairu	Administrator : Special Education
Dr. Peter Duggan	Ed Specialist - School Psychologist : Special Education
Dr. Nicole Warren	Ed Specialist - School Psychologist : Special Education
Roshanna Floyd	Elementary School Teacher - Regular Education : Special Education
Melanie Caruso	Elementary School Teacher - Special Education : Special Education
Jill Gorsuch	Elementary School Teacher - Special Education : Special Education
Meredith Gapsis	High School Teacher - Regular Education : Special Education
Gus Ekhardt	High School Teacher - Special Education : Special Education
Christine Rapport	High School Teacher - Special Education : Special Education
Peggy Cooper	Middle School Teacher - Regular Education : Special Education

Vonnie Gillick	Middle School Teacher - Special Education : Special Education
Marcie Hammond	Middle School Teacher - Special Education : Special Education
Maria Cabungcal	Parent : Special Education
Abigail Schuster	Parent : Special Education
Elizabeth Tellie	Parent : Special Education
Susan Trott	Parent : Special Education
Nina Williams	Parent : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 815

### *Identification Method*

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

The District uses the discrepancy model to identify students with specific learning disabilities through a multidisciplinary approach. Teachers and parents collaborate to initiate the evaluation process for students with learning difficulties. The District employs the team process to gather sufficient information about a student's learning difficulties.

Strategies are implemented to address a student's deficits. Data is analyzed to determine the effectiveness of the interventions used with a student. If satisfactory progress is not achieved, the team refers the child for an evaluation. The District obtains parental consent for an evaluation facilitated by a certified school psychologist. The multi-disciplinary team, including the parents/guardians, meets to review the results of the evaluation to determine if a student meets criteria to be identified as a student with a specific learning disability.

The sources of data for review which documents lack of academic progress may include, but not limited to; classroom observations, outcomes of implemented interventions, results of benchmark assessments, including the student's performance on district-wide assessments or statewide tests of achievement, and norm-referenced tests of academic achievement. Review of current academic progress, review of records (discipline, medical/health, and attendance), parent/guardian input, teacher input, and guidance counselors input regarding family functioning are also reviewed through the multi-disciplinary evaluation process.

The Specific Learning Disability (SLD) identification for the discrepancy model is the process examining whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement relative to age or grade. Intellectual ability is one key component. Classroom performance, curriculum based measures, parent input, teacher input, report card grades, standardized measures such as DIBELS, PSSAs, classroom performance, and levels of motivation are other key factors in the determination of who qualifies for specially designed

instruction as a student with a Specific Learning Disability.

### *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>

#### **Overall Percent of Special Education Enrollment:**

District vs. State 2016-2017 - 17.5% for Cheltenham School District vs. 16.5% for the State  
Rationale: The LEA's overall percentage of special education enrollment with the Cheltenham School District is 1% higher than the state percentage. Cheltenham has experienced a steady increase of special education enrollment from the 2014-15 school year to the 2016-2017 of 4%.

#### **Comparison of Data by Race/Ethnicity:**

Over the course of a three-year span

- The percentage of Black or African-American students in special education has decreased by 2.7%; however, the total percent of Black or African-American students in special education continues to be above the District percentage by 14%
- The percentage of white students in special education has increased by 1.5%; however; the total enrollment of white students within Cheltenham School District decreased by 2.4%
- The percentage of multiracial students increased 1.5% noting that 2014-15 and 2015-16 0% of students were identified as multiracial
- The total district student enrollment has remained relatively consistent (4,599 students to 4,648); however; there was an increase of 187 students enrolled in special education. It should be noted that the district recognizes a data entry concern regarding the accuracy of the number of students reported during the 2014-15 school year with a process and procedure implemented during the 2015-16 school year to correct the data entry.

#### **Comparison of Data by Disability:**

Over the course of a three-year span

- While there has been a 4.6% decrease of students identified with a Specific Learning Disability the district is over the state rate by 5%.
- The number of students with Autism has increased by 1% and the number of students with Autism in the LEA is greater than the state rate by 1.8%
- The number of students eligible with an Emotional Disturbance, Intellectual Disability, and Speech and Language Impairments remained relatively consistent

-There has been a 5.9% increase of students eligible with an Other Health Impairment

**Areas of Concern:**

-Over-identification of Black or African American students in comparison to the district total Black or African American enrollment is 14.9%

-The total number of Black or African American students (66%) eligible for special education in comparison to the combination of all other ethnicities (34%) is a 32% difference

-The total number of students eligible for special education has increased by 72 students in the past three years (2014-2017).

-There is an increase in students eligible for special education with an Other Health Impairment

**Describe how the district plans to address any significant disproportionalities**

-Provide additional supports in the general education environment by implementing a district-wide Multi-Tiered Systems of Support

-Cheltenham School District will ensure that all members of our staff receive professional learning experiences that foster a culture of respect and equity by understanding the impact of identity on teaching and learning

-Correction to the data entry process will provide the district with a more accurate special education enrollment and as a result will allow the district to analyze trends (increases/decreases) to provide more qualitative supports and services

-Cheltenham School District will continue to provide professional learning experiences in cultural proficiency to all staff

-Initiated Social Skill Instruction for K-12 and intends to implement a research-based executive function program

-Caseload and transition meetings to review and analyze student data as it relates to student programming and supports

-Implementation of Positive Behavior Intervention Supports K-12

***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?

There are currently no facilities for non-resident students located within the Cheltenham School District. In the event that a facility for non-resident students was to open in the district, the district would collaborate with the local Montgomery County Intermediate Unit (MCIU) to ensure that students' educational needs were met. This would include contracting with the local Montgomery County Intermediate Unit to provide special education services to students with an Individual Education Program (IEP). The district would serve as the local education agency to ensure that each student's IEP was being implemented appropriately and that Free and Appropriate Public Education (FAPE) was being provided for each student. In addition, the district would utilize a referral process for students who were experiencing difficulties. After receiving parent/guardian permission, the district will evaluate those students who did not make adequate progress with general education interventions. Staff would be informed of the Child Find obligations and the referral and evaluation process. The district's Child Find notice would be displayed in any facility for non-resident students.

### *Incarcerated Students Oversight*

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

There are currently no facilities for incarcerated students located within the Cheltenham School District boundaries. If a district student is incarcerated in the Montgomery County Youth Detention Center, or any other court-ordered placement, the district provides educational records, including special education records to the facility where the student is placed. When appropriate, the district's Supervisor of Special Education will participate in the Individual Education Program (IEP) process for incarcerated students by attending the IEP meeting, and ensuring that the proper procedures are followed for implementation of the student's IEP. Typically, the local intermediate unit provides the educational services for these students.

In the event that a correctional facility was to be built within the boundaries of the school district, the district would collaborate with the Montgomery County Intermediate Unit (MCIU) to ensure that the students' educational needs were met. This would include contracting with the Montgomery County Intermediate Unit to provide special education services to students with an IEP. The district would serve as the local education agency to ensure that each student's IEP was being implemented appropriately and that Free and

Appropriate Public Education (FAPE) was being provided to each student.

### *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.

Every student in the Cheltenham School District is provided a continuum of services and an educational program that promotes independence early primary grades to successfully transition to post-secondary education or training, employment, and community living. In order to achieve this goal, the students are instructed in a program that has roots within the general education curriculum with supplemental aids and services that meets the student's individual needs.

Cheltenham School District is committed to ensuring that to the maximum extent appropriate, students with disabilities, including those in private institutions, are educated with non-disabled peers and that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily.

The District has increased its ability to ensure maximum integration within the District with the support of consultants from the Montgomery County Intermediate Unit. Behavior specialists consult with the district, to increase the successful inclusion of students with IEPs in the general education setting. They provide strategies for teachers to support students. In addition, the consultants provide school-wide training on a variety of topics: supporting students with disabilities on the autism spectrum in general education environments; differentiated instruction, assessment; assistive technology; and implementation of positive behavior support plans.

For low-incidence populations, such as students with autism or multiple disabilities, the District



works closely with the Montgomery County Intermediate Unit to ensure that student needs are being met and FAPE is being provided in the least restrictive environment. To this end, the district provides classroom space at all levels for Intermediate Unit classrooms. The District is committed to continuing its efforts to provide programs for all of our students with IEPs in their home district, and whenever possible, in their neighborhood school.

There are a variety of ways that the District plans to improve its provision of services in the Least Restrictive Environment. Professional development for staff is provided by district personnel, the MCIU Training and Consultant staff, PaTTAN staff and other providers. In order to provide maximum inclusion of students in the LRE the District utilizes a variety of supplementary aids and services.

The District ensure collaboration between general and special education staff. The District has implemented a co-teaching model that enables more students to receive special education services within the general education setting. The District continues to evaluate the effectiveness of co-teaching model and ways to increase opportunities for students to have access to the general education environment.

The methods for the delivery of the curriculum from the least restrictive to the most restrictive are as follows: general education; general education with supplementary aids and services in the general education classroom; general education with supplementary aids and services utilizing the service delivery model of co-teaching; access to the general education curriculum with supplementary aids and services in the special education classroom; and alternative education program.

The District annually reevaluates the responsibilities of paraeducators who support academic, behavioral, social and /or organizational needs as indicated in an individual student's IEP. A Needs Analysis Form is completed annually by the school team to determine if continued support is needed by the paraeducator. The District continues to refine the specially-designed instruction and supplemental aids and services it provides to students in the LRE.

**SPP Targets:**

The District continues to work toward meeting the SPP targets for Educational Environments.

During the 2016-2017 school year:

- 57.7% of the District's students with IEPs received instruction within the general education classroom more than 80% of the time, compared with the state average of 62.4%
- 7.8% of the District's students with IEPs received instruction outside of the general education environment for more than 40% of the day compared with a state average of 9.0%
- 6.0% of the District's students with IEPs received instruction in settings outside of the public school compared to the state average of 4.9%.

The District will examine its services and programming to address the number of students placed in outside placements, which will include additional professional development trainings for staff, additional resources and supports in school buildings.

**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.**

District procedures to ensure to the maximum extent possible students are in the least restrictive environment (LRE) include:

**Caseload meetings:**

To prepare for the meeting each teacher completes a chart outlining the demographics, reading and/or math levels; social/emotional needs; strengths and areas of need. Teachers provided information on methods used to accommodate students' needs in the general education classroom, in a small group setting and the instructional materials used to deliver their instruction. The caseload meetings are scheduled with each casemanager (K-12), building administrators, and special education administrators to discuss and ensure students' needs are being met in the least restrictive environment with appropriate supports.

**Independent Living:**

The on campus apartment style classroom is used for students developing independent living skills. The instruction focuses on vocational tasks identified in student's IEP to teach students independent living/vocational skills and fosters practice and application of these skills in a "real-world setting.

**Full continuum:**

IDEA has a presumption in favor of educating students with disabilities with those who do not have disabilities that:

- a) a school system must educate a student with a disability with students who do not have disabilities to the maximum extent appropriate for the student, and
- b) the school may not remove the student from the regular education class unless he or she cannot be educated there successfully (in the sense that the student will benefit). The school must provide supplementary aids and supports services in the regular education class before removal is considered.

Schools must offer a continuum or range of services from more to less typical and inclusive: that is, from least to most restrictive or separated from the regular education classroom. The continuum of least to most restrictive services is as follows: Regular Education Classroom, Resource Room, Special Classes, Special Schools, Homebound Services, Hospitals and Institutions

**Fair Share:**

The general principles of Fair Share include: Providing a Free Appropriate Public Education (FAPE) for eligible students is the responsibility of each school district; Each school district plans to accommodate its own eligible students to the extent appropriate in relation to each child's needs in accordance with §342.46 of the PA Special Education Regulations. Member school districts recognize that when an eligible student is referred to the intermediate unit as its service agency for FAPE, the eligible student remains the primary responsibility of the student's resident district. All districts agree that it is also a school district's responsibility to provide eligible students with equal access to comparable facilities and services as is provided students in general education and make provisions for appropriate space within their schools to ensure students have the opportunity to remain in their home district.

The Cheltenham School District offers Montgomery County Intermediate Unit (MCIU) seven Autistic Support classrooms which allows students of the Cheltenham School District the opportunity to remain within his/her neighborhood school and to access the Cheltenham community.

**"Student" "Environment" "Tasks" "Tools" (SETT):**

SETT is the framework used for evaluating students' assistive technology needs, including their needs for communicative, academic, mobility-related, or sensory-based (hearing/vision technology).

SETT is a process wherein, the team talks about the student, develops the Action Plan, and then begins a trial. The District collaborates with MCIU to complete the SETT process to enable the use of an appropriate assistive technology device in order for the student to access their education in the least restrictive environment.

### **School Wide Positive Behavior Support**

#### **(SWPBS):**

SWPBS is a systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behaviors for all students. SWPBS is not a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and implementation of scientifically-based academic and behavior practices for improving academic and behavior outcomes for all students. The District plans to have SWPBS implemented in all seven schools within the next three years.

#### **Social Skills Curriculum K-12:**

The emotional support program in grades K-6 utilizes a social skills curriculum called "*The Zones of Regulation*", which is a systematic, cognitive behavioral approach used to teach self-regulation. The Zones framework provides strategies to teach students to become more aware and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

The emotional support program in grades 7-8 utilize *Skillstreaming for the Adolescent* which employs a four-part training approach - modeling, role playing, performance feedback, and generalization - to teach essential prosocial skills to adolescents. *Skillstreaming for the Adolescent* provides specific direct instruction for 50 prosocial skills in the areas of classroom survival, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress.

The emotional support program in grades 9-12 utilizes *School Connect*, a research-based intervention with an 80 lesson multimedia curriculum designed to improve high school student's social, emotional, and academic skills and strengthen relationships. *School-Connect* focuses on the five social and emotional competency areas identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as critical to young people's success in school, the workplace, and life in general.

#### **Mental Health and Wellness Counselors:**

The Mental Health and Wellness Counselor works with administrators, teachers, parents/guardians and other professional staff members to support students' well being and achievement by providing consultation services, servicing as a liaison between local/county agencies, students and the school system and implementing school-wide prevention programs to enhance the learning environment.

#### **Home and School Visitors:**

The Home and School Visitors serve as a liaison between the school and a student's home on attendance/truancy issues; advocates for students; links students and families with county and local service agencies and consults with district staff on prevention and intervention strategies to support students' learning.

#### **Partnership with Lakeside Mobile Support:**

A counseling and academic support service offered on a mobile basis allowing students to be served in their home, school or community. Customized individual services are provided to students as a strategy for placement prevention, intervention or aftercare support. A credentialed counselor is assigned to each student to provide individual counseling, regular communication between home and school. The areas of focus include attendance, anxiety, depression, and academic accountability.

**Mindfulness Coach:**

Certified Applied Positive Psychology Practitioners to facilitate mindfulness and positive psychology sessions with students, teachers, staff and administrators. Teaching gratitude, empathy, resilience and grit, practicing mindful breathing, identifying character strengths and managing our feelings and behaviors so that we make good choices help to fuse emotional and academic learning. This district initiative is just beginning and we believe using positive psychology in our classrooms has limitless potential for positive influence and enhanced academic achievement. The Mindfulness Coach works with administrators, faculty, and support staff to integrate mindfulness and positive psychology principles into daily instructional practices to support the social and emotional well-being of Cheltenham School District stakeholders and assists with the implementation of holistic programmatic initiatives outlined in the District's Strategic Plan.

**Positive Psychology Teacher Leaders:**

Certified Applied Positive Psychology Practitioners facilitate mindfulness and positive psychology sessions with students, teachers, staff and administrators. Teaching gratitude, empathy, resilience and grit, practicing mindful breathing, identifying character strengths and managing feelings and behaviors enables students to make good choices. This district initiative is just beginning and we believe using positive psychology in our classrooms has limitless potential for positive influence and enhanced academic achievement.

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

The Cheltenham School District Board policy directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques.

Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. Support is provided to all students in the form of Functional Behavioral Assessments and Positive Behavior Support Plans.

Student's Individualized Education Program (IEP) include the required supplemental aids and services that will allow for success in their school program. Positive Behavior Support Plans (PBSP) are written by the IEP team to guide the interventions to decrease or eliminate the behaviors that are impeding the student's access to education. Positive Behavior Support Plan includes a hypothesis, prevention strategies, replacement skills and consequences strategies. The hypothesis provides a description of the behavior, antecedents, consequences and the purpose of the problem behavior. The PBSP includes strategies to reduce the likelihood that the behavior occurs as well as guidelines for the adult to respond to the behaviors. Because fidelity of implementation is key to progress, the District will ensure that all staff receive training and consultation in the process, implementation and collection of data by a Board-Certified Behavior Analyst (BCBA).

**Student Assistance Programs (SAP):**

Exist in all district buildings and links students and their families with agency supports in the community. Student Assistance teams meet on a regular basis in each building with general education and special education staff trained on the referral process.

**Home and School Visitors:**

The Home and School Visitors serve as a liaison between the school and a student's home on attendance/truancy issues; advocates for students; links students and families with county and local service agencies and consults with district staff on prevention and intervention strategies to support students' learning.

**Montgomery County Intermediate Unit (MCIU):**

Provided training to two individuals to be certified instructors in de-escalation and crisis prevention using a research-based program, Crisis Prevention Intervention (CPI), a nonviolent crisis intervention. Crisis Prevention Intervention is an international training organization committed to best practices and safe behavior management methods that focus on prevention, which includes the use of restraints as a last resort, to reduce the risk of injury, comply with legislative mandates, and promote care, welfare, safety and security. Certified individuals will provide professional learning to staff at each building.

**Restorative Practices:**

Restorative practices cultivate a culture in which students and staff feel like they belong. They build a particular sense of community in which every member feels that they are seen, heard and respected. Restorative practices aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflict forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. Restorative approaches contribute to social and emotional learning. In Cheltenham School District, students learn to value and regularly use proactive, positive

ways to build and maintain a peaceful classroom community. Students develop and enhance positive and supportive connections with peers and learn how to use restorative questions to support conflict resolution and other types of communication.

### ***Positive Action***

:

An evidence-based curriculum designed to foster the positive development of students as well as support families and communities. The classroom curriculum has unique, age-appropriate activities, stories, projects, and discussions designed to help students master the holistic approach to being positive.

The program is based on the following two guiding principles through a school-wide approach to empower students: The first principle is the intuitive philosophy that we feel good about ourselves when we engage in positive actions. The opposite also can be true: We may feel negative about ourselves when we engage in negative actions. *Positive Action* brings this truism to a conscious level so students can be intentional in their behaviors and experience the benefits of being positive. The second principle is there is always a positive way to do everything.

### **School-wide Behavior Support:**

(SWPBS): SWPBS is a systems approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problem behaviors for all students. SWPBS is not a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and implementation of scientifically-based academic and behavior practices for improving academic and behavior outcomes for all students. The District plans to have SWPBS implemented in all seven schools within the next three years.

### **Climate and Culture Administrator:**

Climate and Culture Administrators are partnering with University of Penn with mentoring groups, University of Penn Social Workers and the National Association of University Women. The groups from the University of Penn will provide positive community action to make good social and academic improvement. This concept is transferred to grade level student meetings with instruction in appropriate school interactions to be generalized to the larger community.

### **Peer mediation:**

Brings students engaged in conflict together to participate in meetings to prevent future problems. Students are taught to have better relationships among other students and adults.

### **Emotional Support Social Skills Curriculum**

*Zones of Regulation*: The emotional support program in grades K-6 utilizes a social skills curriculum called "*The Zones of Regulation*", which is a systematic, cognitive behavioral approach used to teach self-regulation. The *Zones* framework provides strategies to teach students to become more aware and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

*Skillstreaming*: The emotional support program in grades 7-8 utilize *Skillstreaming* for the Adolescent which employs a four-part training approach - modeling, role playing, performance feedback, and generalization - to teach essential prosocial skills to adolescents. *Skillstreaming* for the Adolescent provides specific direct instruction for 50 prosocial skills in the areas of classroom survival, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress.

***School-Connect:*** The emotional support program in grades 9-12 utilizes School Connect, a research-based intervention with an 80-lesson multimedia curriculum designed to improve high school student's social, emotional, and academic skills and strengthen relationships. School-Connect focuses on the five social and emotional competency areas identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as critical to young people's success in school, the workplace, and life in general.

**Mindfulness Coach:**

Certified Applied Positive Psychology Practitioners to facilitate mindfulness and positive psychology sessions with students, teachers, staff and administrators. Teaching gratitude, empathy, resilience and grit, practicing mindful breathing, identifying character strengths and managing our feelings and behaviors so that we make good choices help to fuse emotional and academic learning. This district initiative is just beginning and we believe using positive psychology in our classrooms has limitless potential for positive influence and enhanced academic achievement. The Mindfulness Coach works with administrators, faculty, and support staff to integrate mindfulness and positive psychology principles into daily instructional practices to support the social and emotional well-being of Cheltenham School District stakeholders and assists with the implementation of holistic programmatic initiatives outlined in the District's Strategic Plan.

**Positive Psychology Teacher Leaders:**

Certified Applied Positive Psychology Practitioners facilitate mindfulness and positive psychology sessions with students, teachers, staff and administrators. Teaching gratitude, empathy, resilience and grit, practicing mindful breathing, identifying character strengths and managing feelings and behaviors enables students to make good choices. This district initiative is just beginning and we believe using positive psychology in our classrooms has limitless potential for positive influence and enhanced academic achievement.

**Behavior Support Specialist:**

The District contracts for Board Certified Behavior Analysts (BCBA) to provide services for students with social, emotional and behavioral needs. The BCBA's complete Functional Behavior Assessments, create data collection tools, develop a Positive Behavior Support Plan (PBSP) and provide guidance to teams to implement the behavior plans.

**Full Continuum:**

The District increased services to students identified with an emotional disturbance in grades K-2 by opening a classroom within the district. This allows for students to remain within his/her home district and to access the Cheltenham community.

**Positive Action:**

Is an evidence-based curriculum designed to foster the positive development of students as well as support families and communities. The classroom curriculum has unique, age-appropriate activities, stories, projects, and discussions designed to help students master the holistic approach to being positive. The program is based on the following two guiding principles through a school-wide approach to empower students: The first principle is the intuitive philosophy that we feel good about ourselves when we engage in positive actions. The opposite also can be true: We may feel negative about ourselves when we engage in negative actions. *Positive Action* brings this truism to a conscious level so students can be intentional in their behaviors and experience the benefits of being positive. The second principle is there is always a positive way to do everything.

**Mental Health and Wellness Counselors:**

Work with administrators, teachers, parents/guardians and other professional staff members to support students' well being and achievement by providing consultation services, serving as a liaison between local/county agencies, students and the school system and implementing school-wide prevention programs to enhance the learning environment.

***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.

Cheltenham School District has been able to meet the educational needs of all students with disabilities through the IEP team process. The members of the IEP team determine the needs of the student and decide the appropriate placement in the least restrictive environment (LRE). Cheltenham School District works diligently to provide all district students with a quality education. The IEP team always considers LRE when determining the location of services. In cases where the IEP team has decided that the needs of a student cannot be met in the general education environment with supplementary aids and services, placement considerations will span the full continuum of services.

The following programs are provided by District staff: itinerant services using supplementary aides and services in the general education classroom, itinerant and supplemental learning and emotional support programs, itinerant autistic support, life skills support, and speech and language support. Students with autism who are educated within the general education setting, often receive services with the assistance of paraeducators or are in co-taught classes.

The District works with the Montgomery County Intermediate Unit (MCIU) to provide hearing support and vision support within the general education setting. For low incidence populations, such as students with severe autism or multiple disabilities, the District has worked closely with the MCIU to ensure that student needs are being met and FAPE is being



provided. The District continues to evaluate the need for additional support services for our students.

Students who present challenges for the District in providing services in public school include our non-verbal students who require autistic support and who have significant intensive behaviors that interfere with their learning; and also our students who have significant mental health and emotional needs or have a dual diagnosis involving mental health/intellectual disabilities. The District continues to explore options with the local Intermediate Unit and colleges and universities and other organizations to improve the supports to this student population.

Cheltenham School District uses the interagency process to help with placement of hard to place students. The District works with MCIU and members of appropriate agencies to resolve placement issues; scheduling an interagency meeting to bring all parties together when necessary. At the meeting an action plan is developed. The plan identifies the strengths and needs of the student, determines the barriers to an appropriate educational placement, ensures the involvement of various agencies, and identifies the steps necessary to provide an appropriate education and related services for the student. If the student's needs are beyond the scope of local agencies, regional and state agencies may also be involved in collaborating with the local agencies to provide additional assistance in securing programs and services to meet the needs of these students.

### *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.

Cheltenham School District is committed to setting high standards for all students with disabilities in the District receiving special education services. Special education supports and services in the District include a full continuum of services and are in compliance with federal and state laws.

Cheltenham School District also utilizes resources outside of the District including the Montgomery County Intermediate Unit to provide an array of services. These services include hearing support, vision support, multiple disabilities support, intensive emotional support, psychiatric evaluations, consultative behavioral support, and autistic support.

Programs are available in the Cheltenham School District for students with the following disabilities: Specific learning disabilities, Autism, Deafness/Hearing Impairment, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech and Language Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness. Related services are available to assist a student with a disability that necessitates specialized transportation, adaptive physical education, speech and language support, occupational

therapy, physical therapy, orientation and mobility therapy, and psychological services. Staff and administration are provided with professional development opportunities, such as, but not limited to research based reading programs such as Orton Gillingham, Wilson Foundations, Manifestation Determinations; De-escalation techniques, IEP goal writing; 504 Service Plan Procedures, Indicator 13 Transition Services, Teacher Effectiveness, Restorative Practices, Cultural Proficiency, and Progress Monitoring/ Data Collection. Additional professional development opportunities are provided within the District by District staff and/or outside consultants through PATTAN and/or the Montgomery County Intermediate Unit.

### **Programs and Service Delivery**

- In-district Emotional Support Classroom added for grades K-2 located in Cheltenham Elementary School. Students receive small group instruction by a certified special education teacher
- Freshman Cohort
- Academic Achievement Seminars specific to content areas (Secondary)
- What I Need Intervention (WIN) K-8

### **Communication**

- Updating the special education link on Cheltenham School District webpage
- Collaboration and Communication between Special Education and General Education Teacher
- Monthly Principal meeting with Director of Special Education
- Updating the Special Education website link
- Special Education Resources (Google drive)
- Board Updates

### **Curriculum and Instruction**

- Implement the Early Literacy Skills Building Curriculum in the K-5 Life Skills Program at Myers Elementary School
- Implement Wilson Reading Program in grades 5 and 6
- Provide continuum of services for students transitioning from Early Intervention System
- Caseload meetings
- Transition plans between buildings
- Increased professional development from Legal Counsel

- Mental Health and Wellness Counselors
- Home and School Visitors
- Lakeside Student Support Counselors
- Mindfulness Coach
- Implementation of Social Skills Intervention K-12 (*Zones of Regulation, Skillstreaming, School Connect*)
- Special Education Resource File
- Dreambox* Math Intervention Program
- Think Social Curriculum

### **Professional Development**

- Twenty-hours of Professional Learning for paraprofessionals
- Cultural Proficiency Series
- Increase professional development from legal counsel
- Aligning processes and procedures in compliance with Pennsylvania Department of Education (PDE)
- Positive Action*
- Monthly department meetings
- Executive functioning
- Restorative Practices/Conflict Resolution
- Mindfulness and Positive Psychology
- Positive Behavior Support (PBIS)

### **Transition**

- Independent Daily Living in a newly remodeled apartment located at Cheltenham High School
- On-site transition coordination for students 14 years and older
- Continued Partnership with Eastern Center for Arts and Technology
- Researching a district supported Work Program
- PA Career Zone

-Career Scope

### **Community Partnership**

-Office for Vocational Rehabilitation (OVR)

-Special Education Alliance of Cheltenham (SEAC)

-Montgomery County Intermediate Unit (MCIU)

-Quinn Developmental Services

-Pediatric Therapy Source

-Lakeside Mobile Therapy

-Affiliations with local Universities for mentors and student teachers

# Assurances

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## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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Overbrook School for the Blind	Approved Private Schools	Blind and Visual Impaired Support	2
Montgomery County Intermediate Unit Building	Other	Emotional Support	1
MillCreek	Other	Emotional Support	1
Woods Services	Approved Private Schools	Multiple Disabilities Support	1
Widener School	Other	Multiple Disabilities Support	1
Pathway	Approved Private Schools	Autistic Support	3
Pathway	Approved Private Schools	Multi-Disabilities Support	1
Marple Education Center	Other	Multiple Disabilities Support	1
Melmark	Approved Private Schools	Multiple Disabilities Support	1
Lakeside School	Other	Learning Support	5
Instruction in the Home	Instruction in the Home	Multiple Disabilities Support	1
Clear Vision Residential	Other	Learning Support	1
Abington Friends	Other	Speech and Language	1
Woods Services	Approved Private Schools	Autistic Support	1
Springfield High School	Neighboring School Districts	Mult-Disabilities Support	2
Anderson School	Other	Emotional Support	1
Widener School	Other	Physical Support	1
Jarrettown Elementary School	Neighboring School Districts	Emotional Support	1
Wordsworth SPIRIT Program	Other	Mult-Disabilities Support	2
Milagree	Other	Autistic Support	1
Lifeworks School	Other	Emotional Support	3
Lakeside School	Other	Emotional Support	5
Wordsworth	Approved Private Schools	Emotional Support	6
Vanguard School	Approved Private Schools	Autistic Support	2
Timothy School	Approved Private Schools	Autistic Support	1
PA School for the Deaf	Approved Private Schools	Deaf Support	1
Pathway School	Approved Private Schools	Emotional Support	1
Pathway School	Approved Private Schools	Autistic Support	1

Melmark	Approved Private Schools	Autistic Support	2
Martin Luther School	Approved Private Schools	Emotional Support	2
HMS	Approved Private Schools	Mult-Disabilities Support	3

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* March 1, 2018

*Reason for the proposed change:* updating teacher roster

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	5	0.42
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.58
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* March 1, 2018

*Reason for the proposed change:* updating teacher roster

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	0.55
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning	13 to 15	9	0.45

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

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**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 15	5	1
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	4	0.29
Justification: Students are not instructed in the classroom at the same time				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	10	0.71
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017*Reason for the proposed change:* update teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	15 to 18	8	0.66
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.34
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #6***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	15	1
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2017**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.93
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.07
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator: School District***PROGRAM DETAILS***Type: Position*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	12	0.71
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	5	0.29
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #9**

*Operator: School District*

**PROGRAM DETAILS**

*Type: ClassandPosition*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	18	1
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #10**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	15	0.93
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	1	0.07
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	10	0.71
Justification: Students are not educated in the classroom at the same time.				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	4	0.29
Justification: Students are not educated in the classroom at the same time.				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	11	0.92
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.08
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2017**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	11	0.73
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	4	0.27
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	0.53
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	8	0.47
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	4	0.44
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	5	0.56

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

**Program Position #16***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018**Reason for the proposed change: updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	4	0.3
Justification: Students are not educated outside the age range in the same classroom				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.7
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: March 1, 2018**Reason for the proposed change: Updating teacher roster***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	13	0.81
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.19
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18***Operator: School District***PROGRAM DETAILS***Type: Position*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	4	0.57
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 19	1	0.14
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	16 to 19	1	0.14
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	1	0.15
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Class*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	7	1
Justification: Instructional groupings are appropriate to meet the needs of the students. Students are grouped by age, grade and instructional needs				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: March 1, 2018*

*Reason for the proposed change: updating teacher roster*

**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	7	1
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: March 24, 2017*

*Reason for the proposed change: Therapist provides services to only one school.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	9	1
Justification: Instructional groupings does not exceed 3 year age range span.				
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: March 24, 2017*

*Reason for the proposed change: Speech therapist*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	9	1
Justification: instructional grouping do not exceed the 3 year age range span.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23**

*Operator: School District*

**PROGRAM DETAILS**

*Type: Position*

*Implementation Date: March 24, 2017*

*Reason for the proposed change: Therapist provides services to one school only.*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 12	12	1

	Support			
Justification: Instructional grouping does not exceed the 3 year age range span.				
Locations:				
Cheltenham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	9	1
Justification: instructional grouping do not exceed the 3 year age span.				
Locations:				
Wyncote Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* The program support was changed from emotional support to learning support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	14	0.82
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.18
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* Emotional Support reported twice. Learning Support program needed reported.



**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	1
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #27**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 8, 2015

*Reason for the proposed change:* update program profile.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	5	1
Justification: Program is able to meet the needs of all students with appropriate supports and instructional groups to address student needs.				
Locations:				
Myers Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 1, 2018

*Reason for the proposed change:* updating teacher roster and service type

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	10	0.83
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	2	0.17
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #29**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 1, 2018

*Reason for the proposed change:* updating teacher roster

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	2	0.22
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	7	0.78
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	5	0.4
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	15	0.71
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.29
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* number of students on teacher roster changed**PROGRAM SEGMENTS**

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

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* Updating program profile. Number of students on roster has changed.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	1
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* Present Room is too small*Present Class Location:* Seminar 2*Proposed Class Location:* 224*Length of time class has been in present location:* 4 years**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	16	0.94
Locations:				

Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	1	0.05
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 24, 2017*Reason for the proposed change:* Teacher also provides itinerant services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	15	0.75
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	5	0.25
Locations:				
Elkins Park	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* Update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	1
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:* Class

*Implementation Date:* September 5, 2017

*Reason for the proposed change:* Integrate the spec ed classroom with non-spec ed classroom

*Present Class Location:* 107

*Proposed Class Location:* 241

*Length of time class has been in present location:* 5 years

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 5, 2017

*Reason for the proposed change:* MCIU Autistic Support moving to Rm. 120

*Present Class Location:* 120

*Proposed Class Location:* 240

*Length of time class has been in present location:* 2 years

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	14	0.93
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.07
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #39**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 5, 2017

*Reason for the proposed change:* To be closer to non-special education rooms

*Present Class Location:* 241

*Proposed Class Location:* 117

*Length of time class has been in present location:* 10 Years

**PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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<b>Support</b>				
Itinerant	Learning Support	9 to 11	11	0.85
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.15
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* update program profile.**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.41
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Itinerant	Learning Support	11 to 13	10	0.59
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017*Reason for the proposed change:* Teacher also provided supplemental level of services.**PROGRAM SEGMENTS**

<b>Type of Support</b>	<b>Level of Support</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	15	1
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #42**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 5, 2017

Reason for the proposed change: update program profile.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	22	1
Locations:				
Elkins Park School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #43**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: March 28, 2017

Reason for the proposed change: Teacher also provides itinerant level of service.

**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	0.42
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.58
Locations:				
Glenside Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44**

Operator: School District

**PROGRAM DETAILS**

Type: Class

Implementation Date: September 5, 2017

Reason for the proposed change: Update program profile

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	20	1
Justification: Program is able to meet the needs of all students with appropriate supports and instructional grouping and address students' needs.				
Locations:				
Wyncote Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 24, 2017

Reason for the proposed change: Teacher also provides services at the Itinerant level

**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	9	0.85
Locations:				
Wyncote Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.15
Locations:				
Wyncote Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #46**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 24, 2017

Reason for the proposed change: Teacher also provides Itinerant level services

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	1
Locations:				
Wyncote Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #47**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 24, 2017

Reason for the proposed change: Teacher also provides services at the itinerant level

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.54
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.46



Justification: Instructional grouping do not exceed the 3 year age range span				
Locations:				
Myers Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* update program profile.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	0.42
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.47
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.04
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 8, 2015*Reason for the proposed change:* Changing populations and expansion of services**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 9	12	1
Justification: Program is appropriate to meet student needs. Supports and instructional groupings are appropriate with respect to student ages, grades and instructional levels.				
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50***Operator:* School District

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	5	0.45
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	6	0.55
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Updating program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	7	0.58
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.42
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* Reorganization of rooms in building.*Present Class Location:* 1*Proposed Class Location:* Challenge Rm 2nd Floor*Length of time class has been in present location:* 1**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	8 to 9	5	0.3
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.6
Locations:				
Glenside Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #53***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017*Reason for the proposed change:* Update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	23	1
Justification: Instructional groupings do not exceed a 3 year span.				
Locations:				
Cheltenham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #54***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Update program profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	1
Locations:				
Cheltenham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #56***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* Updating Program Profile**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Autistic Support	16 to 20	8	1

Education Class				
Justification: Program is able to meet the needs of all students. Instructional groupings are appropriate for student needs.				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #57***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 15	6	1
Locations:				
Cedarbrook Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #58***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	7	1
Justification: Program is able to meet the needs of all students with appropriate supports and instructional groupings to address student needs				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #59***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 24, 2017*Reason for the proposed change:* Teacher also provides services at Itinerant level**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.28
Locations:				
Cheltenham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #60***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	40	1
Justification: Speech and language is an itinerant service provided across multiple grade levels. The Cheltenham HS has a Life Skills Support class with students up to age 21. Only students within the allowable age range will receive speech and language in the same small groups.				
Locations:				
Cheltenham High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #61***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 1, 2018*Reason for the proposed change:* updating teacher roster**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	12	0.92
Justification: Students are not instructed outside the age range				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.08
Justification: Students are not instructed outside the age range				
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #62***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	7	1
Locations:				
Wyncote Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #63***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

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

**Program Position #64***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 12	8	1
Justification: Program is able to meet the needs of all students with appropriate supports and instructional grouping and address students' needs.				
Locations:				
Elkins Park	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #65***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 28, 2017**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 10	7	1
Justification: Instructional grouping does not exceed the 3 year age range span.				
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #66***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	1
Locations:				
Cheltenham Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #67***Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 30, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	5	1
Locations:				
Myers Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #68***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	14	1
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #69***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 1, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	14	1
Locations:				

Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #70**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

*Justification:* Compliance for classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Itinerant oversees small of less than 3 or one on one

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 16	2	0.1
Locations:				
Cheltenham High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #71**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 5, 2017

*Justification:* Compliance for classroom size was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Itinerant oversees small groups of less than 3 or 1:1.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 16	7	0.2
Justification: Program is able to meet the needs of all students with appropriate supports and instructional grouping and address student's needs.				
Locations:				
multiple buildings in district, K-12	An Elementary School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Home School Visitor	Myers, Cheltenham, Glenside, Wyncote Elementary Schools and Elkins Park 5/6	0.25
One-to-One Paraeducator	Wyncote Elementary School	2
Paraeducator	Wyncote Elementary School	4
One-to-One Paraeducator	Glenside Elementary School	6



Paraeducator	Glenside Elementary School	6
Paraeducator	Myers Elementary School	4
One-to-One Paraeducator	Elkins Park School	1
Paraeducator	Elkins Park School	8
One-to-One Paraeducator	Cedarbrook Middle School	6
Paraeducator	Cedarbrook Middle School	8
One-to-One Paraeducator	Cheltenham High School	8
Paraeducator	Cheltenham High School	7
One-to-One Paraeducator	Cheltenham Elementary School	2
Paraeducator	Cheltenham Elementary School	4
Director of Special Education	All Buildings	1
Supervisor of Special Education	Myers, Cheltenham, Glenside, Wyncote Elementary Schools and Elkins Park 5/6	1
Transition Coordinator	Cheltenham High School and Cedarbrook Middle School	0.5
Home and School Visitor	Cedarbrook Middle School and Cheltenham High School	0.25
School Psychologist	Wyncote Elementary School	0.5
School Psychologist	Myers Elementary School	0.5
School Psychologist	Glenside Elementary School	0.5
School Psychologist	Cheltenham Elementary School	0.5
School Psychologist	Elkins Park School	0.5
School Psychologist	Cedarbrook Middle School	0.5
School Psychologist	Cheltenham High School	1
Supervisor of Special Education	Cedarbrook Middle School and Cheltenham High School	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	3 Days
Board Certified Board Analyst	Outside Contractor	1 Days
Behavior Consultant	Intermediate Unit	3 Days
Board Certified Board Analyst	Intermediate Unit	5 Days
Vision Itinerant	Intermediate Unit	2 Days
Hearing Itinerant	Intermediate Unit	2 Days
Mobility Specialist	Intermediate Unit	1 Hours
Occupational Therapist	Outside Contractor	4 Days
Occupational Therapist	Outside Contractor	2 Days

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p><b>All of the District's special education teachers are highly qualified in the content areas for which they are providing instruction. Any teacher candidate under consideration for employment by the district must be highly qualified in the appropriate content area(s) prior to their employment date with the district.</b></p> <p>Special education teachers who service students with Autism will attend district approved Autism trainings through Montgomery County Intermediate Unit (MCIU), PaTTAN, and Pennsylvania Department of Education (PDE) which address strategies for the range of Autism Spectrum Disorders. Focus areas include social skills training for higher functional behavioral assessments, diagnosis criteria for Autism Spectrum Disorders (ASD), skills deficit areas, common effective instructional approaches, behavior self-regulation and social stories.</p> <p>In the school years 2018-2021 the District plans to provide staff development specifically to members of IEP teams working directly with students on the spectrum. The District will utilize trainings offered by the Montgomery County Intermediate Unit (MCIU), PA Training and Technical Assistance Network (PaTTAN), Pennsylvania Department of Education (PDE) and other organizations offering training opportunities specific to students identified with the disability of Autism. This training will focus on instructional delivery techniques, assistive technology, progress monitoring collection, and data analysis.</p>
<b>Person Responsible</b>	Director of Special Education, Supervisors of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	20
<b>Provider</b>	Montgomery County Intermediate Unit, District, PaTTan, Other qualified organizations
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Staff will increase their knowledge and skills in supporting students with autism in the general education environment.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

	Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Lesson modeling with mentoring Analysis of student progress on IEP goals
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

## Behavior Support

<b>Description</b>	<p><b><i>Improve student services to support the social, emotional and behavioral needs of all students - teachers will receive training on development and implementation of positive behavior support plans and progress monitoring for behavioral goals to be used to continually assess how well the current supports are assisting individual students in meeting their goals and determine the need for additional interventions.</i></b></p> <p>The District has identified the need to implement School Wide Positive Behavior Support (SWPBS). As a proactive approach based on a three-tiered model of prevention and intervention, SWPBS is aimed at creating safe and effective learning environments. SWPBS emphasizes teaching important social skills and provides strategies to reinforce positive behaviors. Staff utilizes data to assist with identifying problem behaviors and to determine areas of growth.</p>
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The District also recognizes the need to provide staff development regarding Functional Behavioral Assessments (FBA) and Positive Behavior Support Plans (PSBP). Consistent development of these documents aids in supporting the needs of students with behavioral challenges.

FBA's include the collection of behavioral data across settings and analysis of the information to determine the intent of the actions. The FBA process was designed to identify interventions that would increase the ability of students to make progress in the educational setting. The FBA process guides staff to objectively identify the antecedents, behaviors and consequences specific to each student.

Positive Behavior Support Plans (PBSP) are written by the IEP team to guide the interventions to decrease or eliminate the behaviors that are impeding the student's access to education. PBSP include a hypothesis, prevention strategies, replacement skills and consequence strategies. The hypothesis provides a description of the behavior, antecedents, consequences and the purpose of the problem behavior. The document should include strategies to reduce the likelihood that the behavior occurs as well as guidelines for the adults to respond to the behaviors. Because fidelity of implementation is key to progress, the District will ensure that all staff are trained in the process and that on-going training is provided.

2018-19: The District will provide FBA/PBSP training to staff with students who require behavioral interventions. MCIU staff and/or contracted providers will increase the capacity of District staff to collect data, identify strategies to reduce/eliminate behavior, and train staff in successful implementation of behavior plans. The District will implement School Wide Positive Behavior Support in an additional two buildings

2019-20: The District will implement School Wide Positive Behavior Support as determined. Training and coaching support will continue, as needed, to implement FBA/PBSP with fidelity. The District will implement School Wide Positive Behavior Support in one building. At this time, all buildings in Cheltenham will have completed the training.

2020-21: Training and coaching support will continue, as needed, to implement FBA/PBSP with fidelity. Additional schools may be selected for SWPBS implementation.

	<p>Evidence: Successful implementation of this goal will include completion of identified trainings and a decrease in the need of coaching support. Students will be educated in the least restrictive environment and buildings will have implemented a school wide system that ensures a safe, positive learning environment. At this time, all buildings in Cheltenham School District will be implementing a School Wide Positive Behavior Support plan.</p> <p>Evidence: Successful implementation of this goal will include completion of identified trainings and a decrease in the need of coaching support. Students will be educated in the least restrictive environment and buildings will have implemented a school wide system that ensures a safe, positive learning environment.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	20
<b>Provider</b>	Board Certified Behavior Analyst and Montgomery County Intermediate Unit
<b>Provider Type</b>	Various service providers will be utilized including the IU, PaTTAN and University personnel
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will increase their skills in supporting students with challenging behaviors so they are able to receive instruction in the least restrictive environment through the use of positive behavioral supports, both for individual students and on a school-wide basis.
<b>Research &amp; Best Practices Base</b>	Best practices in the use of School-wide Positive Behavior Supports will be implemented district-wide.
<b>For classroom teachers, school counselors and</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

<b>education specialists</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation  Series of Workshops  School Whole Group Presentation  Department Focused Presentation</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  Supt / Ast Supts / CEO / Ex Dir  School counselors  Paraprofessional  Classified Personnel  New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or</p>

	peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Analysis of individual student behavioral data and school-wide data related to discipline, attendance and achievement

## Paraprofessional

<b>Description</b>	<p>Cheltenham School District employs highly qualified paraprofessionals through completion of the Paraeducator Credential of Competency, (on-line opportunity through Pennsylvania Training, Technical Assistance Network- PaTTAN) or through attainment of an Associates or Bachelor's degree. In addition, the district provides a minimum of 20 hours of yearly training for paraeducators in topics such as: Disability Awareness; Instructional Strategies in Reading; Instructional Strategies in Mathematics; Cultural Proficiency, Use of Core extension; Roles of the Paraeducator in the School Environment; Supporting Without Enabling; Confidentiality; Implementation of Positive Behavior Support Plans; Crisis Prevention and Intervention Techniques.</p> <p>2018-19; 2019-20; 2020-21: General training will include the following: role of the paraeducator, confidentiality, data collection, behavior support strategies, prompt hierarchy, positive reinforcement, effective strategies to support students in general education, comprehension strategies, and supporting student assessment. Specific training relevant to the type of support provided will include: First Aid/CPR, Youth Mental Health, First Aid, SAP Process, Nonviolent Crisis Intervention, Cultural Proficiency, and other topics as determined annually based on student needs.</p> <p>Evidence: All paraeducators will be highly qualified as demonstrated by the completion of 20 hours of professional</p>
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	development annually.
<b>Person Responsible</b>	Director of Special Education, Supervisors of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	7
<b># of Participants Per Session</b>	20
<b>Provider</b>	Cheltenham School District Administration
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraeducators will gain knowledge and skills to effectively support students across all subject areas and will increase their abilities to support students in attainment of their individual IEP goals
<b>Research &amp; Best Practices Base</b>	Cheltenham administrators will select topics annually to address the needs of students within the district.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	Series of Workshops
<b>Participant Roles</b>	Paraprofessional

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom student assessment data Paraeducator observation with constructive feedback

## Reading NCLB #1

<b>Description</b>	<p><i>Students with disabilities will demonstrate increased educational results in Reading as outlined in the Common Core standards - teachers will receive training on data analysis and instructional strategies targeted to provide support to students who are not demonstrating proficiency on the PSSAs and Keystone examinations.</i></p> <p>The District recognizes the need for students to become critical, proficient readers. Providing instruction of reading strategies increases students' skill of comprehending, interpreting, and analyzing text. Reading instruction is provided in developmentally appropriate lessons, which includes modeling, guided practice, and independent application. The District utilizes research-based reading programs to deliver instructional strategies to all students.</p> <p>Focused intervention is provided to students to increase their skills and increase their success within the general education curriculum. To increase knowledge in various research-based practices and programs to supplement the core curriculum in the area of reading for students with disabilities professional learning activities and training in the areas of: Orton-Gillingham, Wilson Reading, LETRS, and Read Naturally.</p> <p>2018-19: Teachers and paraeducators will receive training on the basic principles of reading instruction, implementation of research-based strategies,</p>
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	<p>and data collection techniques. Special education teachers will be provided with training in a variety of assessment tools including benchmark, diagnostic, cumulative and formative tools. Special education teachers will be involved in the process of identifying the needs of the student population, so that they are supported with the tools and training necessary to meet the students' needs. The District will provide training in the use of other research-based reading and writing programs including: Orton-Gillingham, Wilson Reading, LETRS, and Read Naturally and to address the needs of its students with the most severe language-based learning disabilities. New teachers will receive explicit training on the use of StoryTown, Read 180 and System 44.</p> <p>2019-20: Staff will receive continued support and training to ensure fidelity of implementation. Student data will be reviewed to determine effectiveness of current tools. The District will explore additional research based tools to enhance student learning. New staff will receive intensive training and coaching to support implementation.</p> <p>2020-21: The District will provide training for additional research based interventions identified in the previous year. Student data will be reviewed and staff will receive intensive support and/or coaching to ensure fidelity of implementation.</p> <p>Evidence: Successful implementation of this goal will result in student growth on PSSA/Keystone assessments as well as IEP progress. Additional evidence will include completion of staff training and implementation of new reasearch based reading programs if identified.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	20
<b>Provider</b>	PaTTAN Staff, District Staff, MCIU Staff, Universities
<b>Provider Type</b>	a variety of providers will be used
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	Teachers will gain knowledge and skills in the use of data to target instruction to individual student's areas of need and to use research-based strategies/interventions to improve student skills in the area of reading and

	writing which will facilitate improved academic progress across all areas of the curriculum.
<b>Research &amp; Best Practices Base</b>	Current research and best practices in the area of reading and writing will be the focus of professional development by PaTTAN, MCIU, District Staff, and Consultants
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

## Transition

<b>Description</b>	<p>During the 2015-2016 school year the District's Graduation Rate for students with disabilities was 76.27%; which met the State Performance Plan target, and was above the State graduation rate of 71.60% for students with disabilities. The District will continue to work with individual students to find unique and creative ways to support them in meeting the necessary requirements for graduation. The District aggressively pursues all avenues to keep students in school until graduation, either by meeting credit requirements or meeting all of their IEP goals.</p> <p>The District is committed to ensuring that all students graduate from high school with the career and/or college-ready skills needed to enter post-secondary life. The District's Transition Coordinator supports the transition program at the high school. The Transition Coordinator provides staff members with up-to-date information about transition throughout the school year and facilitates the development of the student's transition plan at IEP Team meetings. The plan reflects the student's postsecondary goals, including plans for postsecondary education and training, employment and independent living. When appropriate, students are given guidance in contacting the Office for Students with Disabilities at the college of their choice. Representatives from colleges are invited to the District's annual College Fair to provide</p>
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	<p>information about college programs and services for students with disabilities.</p> <p>Families are provided with information annually on the bi-annual Transition Fair for Students with Disabilities, a county-wide event held at two neighboring high schools. Led by MCIU consultative staff, the Resource Fair is an event that provides families and educators with an opportunity to meet with service providers throughout the tri-county area. Families and educators alike can talk with estate planners, summer camp groups, community and advocacy groups. Providers support students and families across age and grade levels as well as disabilities.</p> <p>The Transition Coordinator serves as a liaison between the district and the Eastern Center for Arts and Technology. Sophomore students interested in attending the Eastern Center participate in a multi-step enrollment process that includes: a site visit, program tours, the opportunity to take a skills-based assessment, pre-enrollment guidance from an Eastern representative who attends the students' IEP meeting. Students who choose to attend Eastern learn the skills necessary to work as a productive citizen in the community in the area of their choice along with accommodations and specially designed instruction implemented as indicated in the IEP.</p> <p>Additionally, students may elect to participate in the Montgomery County Intermediate Unit work experience and job coaching programs for part of their school day to gain pre-vocational experiences that will prepare them for life after high school, either upon high school graduation or at the age of 21.</p>
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	7/1/2018
<b>End Date</b>	6/30/2021
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	20
<b>Provider</b>	MCIU Training and Consultant Staff, District Staff, Universities

<b>Provider Type</b>	IU
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers of transition-age students will increase their knowledge of services related to transition; including outside agencies, work experience opportunities, transition assessments and writing transition IEP goals in order to actively support students as they prepare for post-secondary life.
<b>Research &amp; Best Practices Base</b>	The MCIU Transition Council will provide the district Transition Coordinator and district personnel with current research and best practices in the area of transition on a continual basis.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p>

	<p>New Staff  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Peer to peer teacher review of transition section of selected IEPs  utilizing PDE evaluation tool for appropriateness of transition components  of the IEP</p>
<b>Evaluation Methods</b>	<p>Classroom student assessment data  Periodic review of transition section of selected IEPs utilizing PDE  evaluation tool for appropriateness of transition components of the IEP</p>



# Special Education Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*