



Lower Merion School District

**District Level Plan**

07/01/2019 - 06/30/2022

Mr. Robert Copeland  
Superintendent of School

# District Profile

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## Demographics

301 E Montgomery Ave  
Ardmore, PA 19003  
(610)645-1800  
Superintendent: Robert Copeland  
Director of Special Education: Kimberly Fraser

## Planning Process

### **Comprehensive Planning Process for the School District of Lower Merion Township**

As a Phase 3 District, the School District of Lower Merion Township will be submitting their Comprehensive Plan to PDE by November 30, 2018

Comprehensive Planning is a continuous process used to ensure that all students are achieving at high levels. All schools can create better environments so that more students are successful. Continuous Comprehensive planning of all schools is essential to providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with staff development, focused and aligned resources, and public participation in planning, are critical factors in schools that demonstrate continuous growth.

High performing schools with varied demographic conditions have shown they share common characteristics. These Nine Characteristics are strongly correlated to consistently high performing schools. As school teams go through the process of Comprehensive planning, they will look for the presence of these characteristics. The characteristics are:

1. **Clear and Shared Focus:** Everybody knows where they are going and why. The vision is shared—everybody is involved and all understand their role in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.
2. **High Standards and Expectations:** Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.
3. **Effective District Leadership:** Effective leadership is required to implement change processes within the District. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the school community. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.

4. **High Levels of Collaboration and Communication:** There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.
5. **Curriculum, Instruction and Assessment Aligned with Standards:** Curriculum is aligned with local, state and national standards. Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.
6. **Frequent Monitoring of Teaching and Learning:** Teaching and Learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also to improve the instructional program.
7. **Focused Professional Development:** Professional development for all educators is aligned with the school's common focus, objectives, and high expectations. It is ongoing and based on high need areas.
8. **Supportive Learning Environment:** The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.
9. **High Levels of Community and Parent Involvement:** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community all play a vital role in this effort.

**Timeline:**

September 2017 – Overview of Process with Central Office Administrative Staff- PDE Web Tool

Fall 2017 until February 2018 – Administrative Staff collect data, needs assessment as per PDE

Winter 2017-2018 – School Board Comprehensive Planning Overview

February 1, 2018 – Special Education Plan Completed

February 2018 – Special Ed Plan presented as informational item at School Board Meeting

March 2, 2018 – Cabinet Leadership Team Meeting

March 2018- Special Education Plan on Public Display for 28 days

March 2018 until June 2018 – Action Plans developed by Action Teams

April 4, 2018 – Comprehensive Steering Team Session (District Stakeholders-required by PDE)

April 16, 2018 – Special Education Plan Approved by Lower Merion Township School Board

May 1, 2018 – Special Education Plan Due to PDE

Summer 2018 – Comprehensive Plan inputted into PDE Web Tool.

September 12, 2018- Comprehensive Plan presented to CCOB (Curriculum Committee of Board) as informational item

September 17, 2018 - Comprehensive Plan presented to Education Committee of Board as informational item

October 1-28, 2018 – Public Review of Draft Comprehensive Plan for 28 days

November 19, 2018 - Comprehensive Plan Approved by Lower Merion Township School District School Board Members

November 30, 2018 – Comprehensive Plan submitted electronically to PDE

External Facilitator for the Comprehensive Planning process was JoAnn Perotti, Director of Strategic Services for the Bucks County Intermediate Unit.

## **Mission Statement**

Committed to excellence and continuous improvement, the Lower Merion School District strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, contributing citizens capable of excelling in a rapidly changing world.

This is accomplished by individuals engaging in innovative, active experiences tailored to myriad ways of learning and in partnership with our community.

## Vision Statement

Students are our reason for being. We create an environment designed to fulfill the individual learning needs and aspirations of each student. LMSD develops active partnerships at all levels of our learning community and values the individual contribution of each member.

We view learning as a dynamic, innovative collaboration. Individuals learn best when their hearts, minds, and spirits are intimately engaged in the learning process.

Enter to learn. Go forth to serve.

## Shared Values

### We believe that:

All people have equal intrinsic worth.

People learn in different ways and at different rates.

Each person bears responsibility for the well-being of society and the quality of the environment.

Learning occurs everywhere and is a lifelong pursuit of knowledge, truth and wisdom.

High quality public education directly benefits the entire community and is essential for a democratic society.

The responsibility for learning rests primarily with the individual; however, education is the shared responsibility of the student, home, family, school and the entire community.

Individuals learn best when actively engaged in the learning process.

Excellence demands sustained effort.

All individuals can be successful learners.

High expectations yield high results.

Society benefits when individual rights are balanced with social responsibility.

Ethical conduct is essential to the quality of life.

## Educational Community

The Lower Merion School District (LMSD), located in Philadelphia's historic Main Line suburbs, serves the 62,000 residents of Lower Merion Township and the Borough of Narberth. Established as

one of Pennsylvania's first public school districts in 1836, LMSD enjoys a rich tradition of achievement, innovation and community partnership and a longstanding reputation as one of the finest school systems in the United States. The District's six elementary schools, two middle schools and two high schools provide a challenging, multi-disciplinary academic program and a dynamic co-curricular experience to nearly 8,000 students.

LMSD schools rank among the highest in Pennsylvania for SAT and PSAT scores, total number of National Merit Semifinalists, total number of International Baccalaureate diplomas granted and in numerous "Top Schools" lists. Approximately 97% of high school graduates attend institutions of higher learning.

LMSD's comprehensive instructional program encompasses an array of services for special needs and gifted children as well as community-based learning programs, extended daycare, early-intervention literacy support, an International Baccalaureate diploma program and a full menu of high school honors and AP courses. An extensive range of course offerings in core areas, music and the arts, technology and special subjects form the foundation of the District's secondary curriculum. Themed, yearlong middle school programs offer students enhanced opportunities to explore subjects through hands-on, interdisciplinary study and block scheduling. The District's World Language Elementary School Program enables all students to receive uninterrupted world language instruction from second grade until the time they graduate. More than 500 supervised academic, athletic, community outreach and performance oriented co-curricular programs are available in the District, from elementary technology clubs to high school varsity sports. In addition to serving student programs, the District's facilities are utilized by thousands of community members for enrichment programs, recreation and general use.

The District is one of the first school communities in the nation to include a specific goal in its strategic plan dedicated to addressing "the holistic needs of students." The focus is on preparing students to successfully manage social, academic and environmental stresses through expanded school counseling and wellness programs, community partnerships, integrated curriculum and staff development.

The District's professional staff consists of 756 full-time teachers, 87% of whom have advanced degrees. The faculty is complemented by a support staff of 660 skilled individuals. A counselor and psychologist are available in every school.

LMSD maintains one of the lowest class size averages in Pennsylvania. The student-to-professional staff ratio at the secondary level is 11:1 and average class size in the District is approximately 21 students. In addition to providing a supportive teaching environment, the District offers one of the highest salaries and best benefits packages in Pennsylvania as well as extensive staff development opportunities.

All ten of the District's schools have been completely modernized in the past ten years to serve the needs of a 21st century education. LMSD was recently named one of 14 nationwide honorees of the first-ever U.S. Department of Education Green Ribbon Schools District Sustainability Award, selected

for its exemplary efforts to reduce environmental impact and utility costs, promote better health, and ensure effective environmental education.

## Planning Committee

Name	Role
Amy Buckman	Administrator : Professional Education
Robert Copeland	Administrator : Professional Education
Brian Cote	Administrator : Professional Education
Scott Eveslage	Administrator : Professional Education
Kimberly Fraser	Administrator : Professional Education Special Education
Jason Lilly	Administrator : Professional Education
Gwen Nartowicz	Administrator : Professional Education Special Education
Kristina Paul	Administrator : Professional Education
Jason Potten	Administrator : Professional Education
Leslie Pratt	Administrator : Professional Education
Megan Shafer	Administrator : Professional Education
Melissa Sinapi-Gibson	Administrator : Special Education
Ben Driscoll	Board Member : Professional Education
Melissa Gilbert	Board Member : Professional Education
JoAnn Perrotti	Bucks County Intermediate Unit External Facilitator : Professional Education Special Education
Stuart Dessner	Business Representative : Professional Education
Aaron Muderick	Business Representative : Professional Education
Carolyn Cavaness	Community Representative : Professional Education
Joel Johnson	Community Representative : Professional Education
Shannon Bassett	Ed Specialist - Other : Special Education
Elizabeth Serpentine	Ed Specialist - Other : Special Education
Gina Virkler	Ed Specialist - Other : Professional Education Special Education
Becky Bowlby	Ed Specialist - School Counselor : Professional Education
Kevin Bray	Elementary School Teacher - Regular Education : Professional Education
Sherry Fletcher	Elementary School Teacher - Special Education : Professional Education

Amanda Holroyd	Elementary School Teacher - Special Education : Special Education
Shannon Davis	High School Teacher - Regular Education : Professional Education
Andrea Wilson-Harvey	High School Teacher - Regular Education : Professional Education Special Education
Barbara Ranson	High School Teacher - Special Education : Professional Education
Katy Morris	Middle School Teacher - Regular Education : Professional Education
Rachel Nichols	Middle School Teacher - Regular Education : Professional Education
Andy Thomas	Middle School Teacher - Regular Education : Special Education
Claudia Baker	Parent : Professional Education
Karin Fox	Parent : Special Education
Lauren Higgins	Parent : Special Education
Peg Wahrman	Parent : Professional Education
Euna Carpenter	Student : Professional Education
Ben Newman	Student : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

These standard areas do not exist for elementary.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

These standard areas do not exist for secondary.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

These standard areas do not exist for secondary.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

These standard areas do not exist for secondary.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

The district has not needed to develop adaptations to Pennsylvania Core Standards.

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

There are elementary level curriculum maps aligned to Pa. Core Standards for all Core Content Areas.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were selected.

### Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

There are elementary level curriculum maps aligned to Pa. Core Standards for all Core Content Areas.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were selected.

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

There are secondary level curriculum maps aligned to Pa. Core Standards for all Core Content Areas.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were selected.

### High School Level

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

There are secondary level curriculum maps aligned to Pa. Core Standards for all Core Content Areas.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics were selected.

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Evidence of differentiated instruction based on IEPs (Individual Education Program) and 504 Service Agreements.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors

- Department Supervisors

*Unchecked Answers*

- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

These steps are evidenced through professional learning communities and Danielson - Teacher Effectiveness Framework/Act 82 Process.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

There are no designated positions titled "instructional coach", however, instructional coaching occurs at every level.

By policy, teachers are not required to submit lesson plans for review. However, lesson plans must be made available upon request. This occurs frequently, but not regularly.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

All Instructional Practices are fully implemented.

#### **Elementary Education-Intermediate Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was All Instructional Practices are fully implemented.

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was All Instructional Practices are fully implemented.

### **High School Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was All Instructional Practices are fully implemented.

### **Recruitment**

The Lower Merion School District engages in a comprehensive and rigorous process to identify and select highly qualified teachers for all students. This process involves multiple levels of review and involves various measures. To attract top candidates, District Senior Administration along with Human Resource Department staff attend several recruiting fairs in the greater Philadelphia area in addition to organizing local open house events for potential candidates. The District has a firm commitment to equal employment opportunities and values diversity in backgrounds and experiences. At all times, the District strives, and continuously develops strategies to attract and recruit diverse talent, while creating inclusive, supportive environments to retain them.

By way of procedure, the District advertises for educators both internally and externally depending upon the personnel need. Applicants apply for positions through an online portal. Applications are carefully reviewed and selected candidates are invited to interview with District-level supervisors. Top candidates from this screening process then interview with building-level administrators and team members such as department chairs and colleagues. While candidates' certification, education, and experience are used to assess qualifications, candidates are also requested to undergo performance-based tasks such as creating a sample lesson plan and/or perform a demo lesson. This allows administrators to assess teaching style and classroom management techniques. Finalists for contracted positions meet with the Superintendent and the Human Resources Manager prior to a recommendation to the Board for approval of their appointments.

With respect to the assignment of teachers, all classroom teachers are highly qualified and regularly observed and evaluated to ensure that students are benefitting from quality instructional practices. The District runs an intensive onboarding program as well as implements a comprehensive mentoring system for new employees, allowing space and time for valuable feedback and opportunity for growth.

In order to maintain, enhance content and build on instructional knowledge, the District offers extensive professional learning opportunities to all educators. Dates and times are set aside for delivery of professional development sessions to all staff. The District also encourages educators to attend conferences and offers tuition reimbursement for continuing education of all professionals.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

#### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X			X	
PA Core Standards: English Language Arts		X			X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X			X	
PA Core Standards: Mathematics		X			X	X
Economics		X			X	
Environment and Ecology		X			X	
Family and Consumer Sciences	X	X			X	
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X			X	
Science and Technology and Engineering Education		X			X	
World Language		X			X	

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Summative Assessments are given in all core subjects at the end of each unit of study.	X	X	X	X

### Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Benchmark Assessments in ELA and Math are given at designated times throughout the school year.	X	X	X	
Writing benchmarks				X

### Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Formative Assessments are ongoing throughout the school year.	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
A variety of diagnostic assessments are used such as Achieve 30000 and Study Island.	X	X	X	X

### *Validation of Implemented Assessments*

Validation Methods	EEP	E EI	ML	HS
External Review				
Intermediate Unit Review	X	X	X	X
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The Lower Merion School District's assessments are thoroughly reviewed at the classroom, team, building and district levels.

### *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Elementary: Reading Benchmark assessments are aligned to PA Core Standards and District curriculum. Math Benchmark assessments are locally created and aligned to PA Core Standards and District curriculum.

Secondary: Benchmark exams are locally created and aligned to PA Core Standards.

### *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

Assessment at the local and state levels are collected and stored in Performance Tracker. The data is analyzed using multiple platform reports within Performance Tracker. The data reports are shared with LEA leaders and instructional teams to make instructional decisions at the district, school building and classroom levels. The process of data collection, analysis, and dissemination occurs within two weeks from receiving the data sets.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Lower Merion School District has a systematic process related to student achievement. Teams, including teachers, parents, counselors and administrators work to identify and progress monitor individual students. Students who perform below a proficient level are identified, provided with targeted supports and progress is closely monitored. If there is not sufficient progress after multiple levels of intervention, a student is referred to the building level achievement team. The team members consult with classroom teachers, counselors, specialists and clinical staff, as needed. The team determines the interventions to implement and monitors student academic progress related to those particular targeted intervention strands. Grade level teams and/or professional level communities adopt these achievement team aims as one aspect of their work.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to	X	X	X	X

increase student mastery.				
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Provide brief explanation of the process for incorporating selected strategies.

Assessment data is used to inform instructional practice at all levels.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Lower Merion School District distributes information through all of the mechanisms listed above.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

All strategies were selected.

## **Safe and Supportive Schools**

### *Assisting Struggling Schools*

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Each of the schools in Lower Merion School District meets or exceeds the annual student achievement targets. The district continues to assure continued growth and student achievement through cyclical review and analysis of data using such review to inform curriculum, instruction and assessment.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

School Resource Officers are not utilized in our district; however, we coordinate with the local law enforcement agency if warranted.

### *Screening, Evaluating and Programming for Gifted Students*

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

The Lower Merion School District employs a systematic approach to identifying and providing supports and services to students in need of gifted education specially designed instruction. Steps are taken annually to inform the public of the gifted education services and programs offered. An *Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students* is made

available to the public through the District's website and notifications. Informational sessions and trainings are offered for parents and guardians. The Lower Merion School District collaborates closely with parent organizations, including the Committee for Special Education and Lower Merion Parent PAGE (Parent Association for Gifted Education) to host informational sessions, guest speakers, and opportunities for training.

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

Screening is the systematic determination of whether or not a student should be evaluated for gifted education services. All students in first and second grades are screened for gifted education, and thereafter, upon request. Multiple sources of information, including, but not limited to, cognitive assessment, achievement assessments, curriculum-based assessments in reading, writing and mathematics, and anecdotal observations, inform the process. Criteria on the assessments referred to above are flexible when intervening factors such as English as a second language, disability, gender or race bias or socio/cultural deprivation may be masking gifted abilities.

Screening data is reviewed by the school-based Achievement Team. The purpose of the review is to determine if a student's performance over time strongly indicates a need for evaluation for gifted supports and services. If the Achievement Team indicates a need, a Gifted Multi-Disciplinary Evaluation will be conducted by a Gifted Multi-Disciplinary Team (GMDT).

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

When a student is recommended for evaluation for gifted services, the Gifted Multi-Disciplinary Team (GMDT) will evaluate the data collected, and the GMDT shall determine eligibility. A School Psychologist will complete a Gifted Written Report (GWR), and eligibility determinations must include an assessment by a certified School Psychologist. The GWR report must indicate if the student is gifted and is in need of specially designed instruction. The GMDT will determine whether there are intervening factors masking gifted abilities and take this into consideration when making recommendations.

A student will be determined mentally gifted if the criteria established by the Commonwealth of Pennsylvania and the District are met. The term "mentally gifted" includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in PA School Code Chapter 16 indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A student with an IQ score lower than 130 may be found eligible for gifted education supports and services when other educational criteria in the profile of the student strongly indicates gifted ability.

Multiple criteria indicating gifted ability include:

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
2. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
3. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced

team judgment.

4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

5. Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

If an evaluation determines a student is mentally gifted and in need of specially designed instruction, then a Gifted Individualized Education Plan (GIEP) is developed to meet that student's identified areas of strength. The GIEP is created by a team, including family/legal guardian(s) of the child, the child's teacher(s), a designated representative from the District and any other person who is requested to be present by either the family/legal guardian(s) or the District. The GIEP identifies present levels of academic achievement, annual goals, specially designed instruction and supports required by the student in developing individual strengths.

The content and design of each student's GIEP depends on the individual's strength areas identified for enrichment, acceleration or a combination of both. Supports and services for students identified as gifted align to Pennsylvania standards and encompass a high level of cognitive and metacognitive concepts and processes. These may be provided both in and out of the general education setting, depending on the degree of need. Instruction for gifted students deepens and broadens their thinking. Broad themes, appropriate to several disciplines, are used to help students connect ideas among and between various disciplines and to apply them in meaningful ways. Learning environments incorporate cognitive and metacognitive experiences to support the development of innovation, exploration, self-monitoring, creativity, decision-making, openness to new ideas, and academic risk taking. The diversity and uniqueness of individuals and cultures is honored and integrated into substantive curricular content.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X

Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
Achievement Teams	X	X	X	X

Explanation of developmental services:

Achievement Teams serve the needs of students not meeting academic, social or emotional success within the school setting. The Achievement Teams function within each school and are a collaborative effort between administrators, teachers, school counselors, parents, psychologists and/or support staff. The team shifts the critical question in education from asking, "What's wrong with the student" to asking, "what resources can we use to increase the student's chances for success. There are levels of interventions that are implemented and monitored once a student is referred to an achievement team.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

All diagnostic intervention and referral services are integrated into our educational programs.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X

Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

All consultation and coordination services are integrated into our educational programs.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Achievement Teams serve the needs of students not meeting academic social or emotional success within the school setting. The Achievement Teams function within each school and are a collaborative effort between administrators, teachers, school counselors, parents, psychologists and/or support staff. The team shifts the critical question in education from asking, "What's wrong with the student" to asking, "what resources can we use to increase the student's chances for success". There are levels of interventions that are implemented and monitored once a student is referred to an achievement team.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. Child Care: Each year, kindergarten teachers and administrators meet with area day care providers to provide information regarding the kindergarten curriculum to prepare incoming kindergarten students.
2. After School Programs: At all six district elementary schools we contract with The Montgomery Early Learning Center, a before and after school day care program for students.
3. Youth workforce development programs: At the high school level, there are programs for educational field experience, cooperative work experience and community service. These are credit bearing courses.
4. Tutoring: There are tutors from each of the high schools who work on a weekly basis with students at the elementary schools. In addition, there is a program at the middle and high school levels for enrichment. Teachers volunteer their time for these programs on a weekly basis. Students can access these programs as needed. The district has partnerships with local community centers for additional tutoring. The District has targeted tutoring for students at all 10 of its schools.

### *Preschool Agency Coordination*

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Lower Merion School District partners with the Montgomery County Intermediate Unit, No. 23, to coordinate services.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished
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Provide explanation for processes used to ensure Accomplishment.

District supervisors at each level ensure that materials and resources are aligned to standards, robust in quality, accessible for all students and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics are accomplished.

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District supervisors at each level ensure that materials and resources are aligned to standards, robust in quality, accessible for all students and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics are accomplished.

#### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District supervisors at each level ensure that materials and resources are aligned to standards, robust in quality, accessible for all students and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics are accomplished.

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District supervisors at each level ensure that materials and resources are aligned to standards, robust in quality, accessible for all students and provide opportunities for differentiation and accommodation.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

All characteristics are accomplished.

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation

Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler; Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

The Lower Merion School District has full implementation in each of the required areas. Economics and Family & Consumer Science are not part of the primary elementary curriculum.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full

	Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

The Lower Merion School District has full implementation in each of the required areas.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation

Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

The Lower Merion School District has full implementation in each of the required areas.

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full

	Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

The Lower Merion School District has full implementation in each of the required areas.

### *Early Warning System*

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the	X	X	X	X

area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
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.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Professional Learning is data driven, continuous and embedded at all levels and all schools in the Lower Merion School District. There are a variety of sources for professional learning such as consultants, workshops, and local and national conferences.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
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The LEA has conducted the required training on:
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12/1/2014 LMSD has an established Repeat Training Module set up in SafeSchools (a PDE approved provider for Act 126) Every employee is placed on a five year cycle to complete this required training.
--

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
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The LEA has conducted the training on:
--

8/28/2017 This training was conducted from Aug. 28 - Aug. 31, 2017. Additional Training was conducted throughout the 2017-2018 school year. The District is utilizing the approved PDE SafeSchools Training. We will be conducting this training every year during the five year window.
--

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
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The LEA has conducted the training on:
--

8/28/2017 This training was conducted from Aug. 28 - Aug. 31, 2017. Additional Training was conducted throughout the 2017-2018 school year. The District is utilizing the approved PDE SafeSchools Training. We will be conducting this training every year during the five year window.
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### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Professional Learning is data driven, continuous and embedded at all levels and all schools in the Lower Merion School District. There are a variety of sources for professional learning such as consultants, workshops, and local and national conferences.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

### ***Induction Program***

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers**None.*

Provide brief explanation of your process for ensuring these selected characteristics.

For new teacher induction, the Lower Merion School District has a robust program that exceeds the state mandate. The program provides a comprehensive review of district policies and procedures, as well as the district's vision, mission and curriculum. The induction program is facilitated by district administration in conjunction with building administrators, community members and mentor teachers.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

All strategies were selected.

*Needs of Inductees**Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

There is a year-long mentor program for all new teachers. Furthermore, a series of after school workshops are scheduled. In addition, teachers new to the district are involved in a bi-annual observation and evaluation cycle.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

All strategies have been selected.

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Mentor teachers are carefully selected based on the characteristics set forth above.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

All characteristics were selected.

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					

Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X					X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The Lower Merion School District prides itself on providing quality, comprehensive, on-going support and professional learning for teachers new to the district.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Lower Merion School District, under the supervision of the Assistant Superintendent, Director of K12 Curriculum/Instruction & Professional Learning, Curriculum Supervisors, plan, implement and monitor the induction program throughout the year. The participants in the induction program complete pre and post evaluations during the induction program, at the end of the induction program and at the end of the school year. The data provided in these surveys are used to evaluate and inform future induction programs.

### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **1220**

### *Identification Method*

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

The Lower Merion School District utilizes the pattern of strengths and weaknesses/discrepancy model. School-based teams respond to parent/guardian and/or staff requests for a student evaluation with an extensive process that begins with a clarification of the specific area(s) of concern. In compliance with the PA Guidelines for the Evaluation of Specific Learning Disabilities (2008), the District considers all necessary inclusionary and exclusionary factors delineated by the guidelines when responding to parent/guardian/staff concerns regarding student achievement and the presence of a specific learning disability.

Consistent with the PA Guidelines, the District regularly shares academic performance results with parents/guardians to assist with the District's "child find" obligation. Students in kindergarten through grade five are screened annually to assess reading fluency.

Students in third through twelfth grades are screened with the Degrees of Reading Power (DRP) for reading. Benchmark assessments are in place to regularly measure student progress in mathematics. These universal screenings assist with identifying students who have yet to attain grade-level expectations and may require additional general education support or intervention. Data gathered by the literacy specialist, math support teacher or instructional support teachers during these screenings is reviewed by the school-based Achievement Team (AT).

The AT reviews assessment information and relevant information gathered about the student from teachers and parents/guardians to investigate the first inclusionary factor, "does the student adequately achieve according to his/her age or state-approved grade-level standards." The AT then develops and monitors an intervention plan to be implemented in the general education setting to address the area(s) of concern as related to this initial inclusionary factor. Pre and post-intervention data is collected and analyzed to determine the student's response to this additional support. If the interventions do not result in adequate progress towards age and/or grade level expectations, the AT may recommend additional interventions or an evaluation by a multidisciplinary team. After this recommendation, the consent of the parent/guardian is sought so that the multidisciplinary evaluation may begin. If a parent/guardian requests that the school proceed with an evaluation at any point in the AT process, the AT will respond.

When a student is referred for a multidisciplinary team evaluation, a comprehensive

evaluation is completed at the school with information gathered from multiple sources. A school psychologist leads the multidisciplinary evaluation team, which includes the parents/guardians, in making data driven decisions regarding eligibility for special education supports and services, including a review of the student's response to regular education interventions, the presence of an ability-achievement discrepancy, and/or a significant pattern of strengths and weaknesses relative to age/grade-level standards. The student's academic record, results of curriculum-based assessments, and his/her performance on specific standardized assessments are considered. This information is utilized to assist in determining whether a specific learning disability in one or more of the eligibility categories set forth in federal and state law (oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, reading fluency skills, mathematical calculation or mathematical problem solving) exists. In using the pattern of strengths and weakness/discrepancy model, the multidisciplinary team either determines whether a severe discrepancy between ability and achievement in the specified area(s) of learning exists or determines whether the student's achievement or performance is discrepant from grade or age expectations. The multidisciplinary team also determines whether a severe discrepancy between ability and achievement in the specified area(s) of learning exists. If a discrepancy does not exist, the team considers whether there is a significant pattern of strengths and weaknesses relative to age/grade-based standards. Additionally, the multidisciplinary team determines whether skills can be remediated without special education supports and services. Prior to determining whether the child presents with a specific learning disability, all exclusionary factors are considered by the multidisciplinary team, including the student's response to a research based intervention as documented through the AT process, as well as educationally relevant medical findings, vision and hearing problems, the impact of environmental, cultural or economic disadvantage, language differences, prior educational experience, the presence of emotional and behavioral disorders, and the student's behavior as observed in class and its relationship to his/her academic functioning. Observations of the child's performance in the general education setting are documented during the evaluation process.

When evaluating a student unilaterally placed by his/her parent at a non-public school, District staff use the achievement-ability discrepancy model when identifying a specific learning disability. In these parent/guardian requested evaluations, District staff do not have the opportunity to utilize the AT process, recommend interventions, or gather pre and post-interventions data. However, information from parents/guardians and teachers is obtained, curriculum-based assessments are reviewed and designated standardized assessments are completed by the multidisciplinary team. Determination of eligibility for special education supports and services due to a specific learning disability is based on this information and consideration of the established exclusionary factors.

## *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>

No significant disproportionalities exist.

### *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?

The Lower Merion School District serves as a host District for students residing in children's institutions. If the student is a child with a disability or a qualified handicapped student who will be educated in the District, the District endeavors to meet the student's needs through the Individualized Education Plan (IEP) or Section 504 Service Agreement processes, respectively. The District provides educational programming for the student and ensures the provisions of a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE) for students residing in children's institutions through appropriate case management. As a host district, the District works closely with the home district and also interfaces with involved agencies, to the extent allowed by law, to exchange information. As a host district, the District also upholds its "child find" responsibilities for students residing in children's institutions. The District complies with relevant state and Federal law regarding its "child find" responsibilities and the provisions of FAPE in the LRE by adhering to procedural and substantive requirements and collaborating with the home District, parents/guardians and appropriate agencies during the evaluation, IEP and 504 processes. Currently, the most common difficulty which limits the District's ability to meet its obligations as a host district is the transmission of student records from previous educational institutions. The time and resources dedicated to gathering the required information can be significant.

### *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).

Currently, there are no correctional facilities located within the Lower Merion School District; however, at times, the District has students who are incarcerated or adjudicated delinquent and subsequently placed by courts. The District works with the Intermediate Unit or host district that operates the educational program in the relevant facilities to provide appropriate educational records relating to such students. As the resident District, the District also works collaboratively with the Intermediate Unit or host district to provide a FAPE to the student and remain informed regarding the student's education and possible return to the District.

### *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.

### District Procedures

The Lower Merion School District is committed to providing a free appropriate public education (FAPE) within the least restrictive environment (LRE). The District maintains process and procedures, which are fully compliant with state and federal laws and regulations. The District's Student Services Department provides oversight and professional learning to members of IEP teams to ensure the provision of special education supports and services are appropriate for children with disabilities. Each IEP team first considers the general education setting and use of supplementary aids and services within that setting prior to considering more restrictive learning environments.

District staff utilize multiple data sources to inform decisions about how identified students' needs are met through evidence-based interventions and to monitor student progress. Teachers across the District have been trained in progress monitoring practices, use of a variety of assessment tools for this purpose, and receive additional follow-up support upon request from District special education coordinators and supervisors for the purpose of ensuring instruction appropriately meets students' needs within the least restrictive environment. The District also monitors the efficacy of programming in an effort to create

consistency across buildings. The re-evaluation cycle also presents additional opportunities to re-examine a student's needs, which are highly individualized.

Despite the extensive educational services and supports available within District schools, there are children with low incidence disabilities whose educational needs exceed what can be provided within their home school, requiring more specialized programs outside of the District. However, the District regularly reviews placement recommendations through the IEP process and is committed to meeting student needs within home schools, when appropriate.

#### Replication of Programs to Expand the Continuum of Support/Services/Education Placements Through Training, Consultation and Technical Assistance Opportunities

Special education teachers and related services providers are available to assist and collaborate with general education teachers to support consistent implementation of IEPs across all school settings. A special education teacher, a specially trained instructional assistant, or a behavioral aide may accompany a student and provide direct support to an individual student or to a group of students with IEPs within the general education environment. Related service providers (e.g., speech/language therapists, physical therapists, occupational therapists, vision support therapist, hearing support therapist, and orientation and mobility specialist) also provide direct services and supports to students and consult with staff to support the individual educational needs of students within the general education environment.

#### Collaboration

The District allocates time during the school day for teachers to collaboratively design instruction, analyze evidence of student learning, and determine instructional interventions. Collaboration between general and special educators is a routine support to school personnel. At the secondary level, a Professional Learning Community (PLC) structure and process guides collaboration between teachers while at the elementary level similar outcomes are achieved through teacher team meetings. The District also utilizes a continuum of evidence-based instructional approaches, such as differentiated instruction, cooperative learning, flexible grouping, and co-teaching to help ensure meaningful educational benefit for all students within the general education setting. Additionally, the District supports an Assistive Technology (AT) Coordinator that assists IEP teams by facilitating the SETT process, when appropriate, and determining appropriate assistive technology tools to increase access to tasks within the general education curriculum.

#### Instructional

The District provides multiple ways for students to access the general education curriculum and grade-level standards and show evidence of learning. IEP teams routinely consider and determine during their meetings what specially designed instruction, accommodations and modifications, alternative instructional materials, and assistive technology are required in order to ensure appropriate access to and meaningful progress within the general education curriculum.

### Environmental/Physical

The District provides specific furniture and seating arrangements and adaptive equipment as necessary to support students. Also, the District seeks to provide adjustments to sensory input for students that need these accommodations.

### Social-Behavioral

The District provides a continuum of social skills direct instruction, counseling related service, including the use of mental health counselors at the secondary level, peer support through buddy and friendship clubs, and cooperative learning strategies to support the development of social-behavioral skills. Also, students may receive individualized positive behavior support plans, informed by a functional behavioral assessment, when it is determined that behavior is impeding meaningful progress.

### Additional Opportunities for Training, Consultation and Technical Assistance

The District's commitment to ensuring that children with disabilities are educated with their non-disabled peers in the general education setting to the fullest extent possible requires extensive professional learning for professional staff and paraprofessionals.

The LMSD is committed to ensuring that all students with disabilities are educated within the least restrictive environment. Approximately 68% of students receiving services through an IEP continue to be provided with services at the Itinerant level, which indicates a high level of inclusion within the general education curriculum/setting. The District has been working as a committed community to decrease the number of students placed within out of district placements. As a result, data reflect improvement in this area despite the growing number of students within the District. The school community believes strongly in ensuring that each individual student is afforded the opportunity to participate in a program that is individualized to allow him/her to make meaningful educational progress. It is recognized that despite the increasing continuum of services and programs within the LMSD, there are students who require a specialized learning environment that cannot be provided within District schools.

As of the December 1, 2017 child count reporting, there were 1,220 students classified as special education and receiving special education services through an IEP out of a total student enrollment of 8,590. 43 of these students were placed in out of district placements, with 14 of those students receiving their educational programming through a local Intermediate Unit. Therefore, only 2.4% of students identified as requiring special education currently receive services in a non-public setting through their individualized education plans.

The District continues to take purposeful action steps including professional development and expansion of programming within District schools. Some professional development that supports inclusion of students within the general education curriculum and setting

includes Supplementary Aids and Services Tool-Kit, supporting students with behavioral needs and effective discipline of students with disabilities, Autism (understanding Autism and strategies for supporting students with Autism within the general education classroom), responsive classroom, restorative practices, and positive behavioral supports.

The District also established a Structured Teaching Team. A team of three staff members were selected to attend a week long intensive training on Structured Teaching through the TIM Academy during the summer of 2016. These staff then provide consultative support to school teams within LMSD as situations arise with students with challenging behavioral needs. The TIM Academy advocates the use of research based methods including: Structured Teaching, Applied Behavior Analysis, picture exchange systems for communication, and sensory integration.

The District also provides extensive training to support behavioral needs of students through both CPI and Safety Care training. This training is provided annually to all necessary staff (teachers, related service providers, behavior support specialists, instructional assistants, behavior aides, and building administrators) in support of behavior regulation and de-escalation strategies and positive behavior support. Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention training takes place over the course of two days with the outcome of participants gaining a basic understanding of crisis intervention methods and preventive techniques. The first day focuses on early intervention and nonphysical methods for preventing or managing disruptive behavior. CPI's disengagement skills are also demonstrated and practiced in this seminar to prepare staff to safely remove themselves and others from a dangerous situation. The second day of training expands on crisis intervention methods to include the study and practice of holding skills. These skills are taught to be used as a last resort when an individual becomes an immediate danger to self or others. Safety Cares is another training that is offered to teams working with students with significant behavioral needs. Safety Cares provides additional support for students that have cognitive and significant language disabilities who exhibit behaviors that require physical support from staff while limiting the need for restraint support. Safety-Care Behavioral Safety Training program provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges using techniques from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS). Staff working with students with significant behavioral needs within Autistic and Emotional Support classrooms received this valuable training.

The District has also expanded supports through the following: addition of PAES Lab, TIM Academy consultation, enhanced functional use of simulated apartments in both high schools, increase of job coaches to 2.5 full time positions, additional full time emotional support teachers and autistic support teachers at the elementary level, additional specialized learning support teacher and life skills teachers at the high school level, and an increase to 3.0 full time Behavior Specialists to support all District schools.

## *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.

Positive behavior supports require behavior analysis and a problem solving approach that seeks to gather behavioral data, create a hypothesis regarding the reason for the behavior, designing a plan to change the behavior or replace the behavior with social acceptable strategies, and ongoing implementation and monitoring of the plan to address the behavior. The key features, as set forth by George Sugai, a well-known pioneer in the field of Positive Behavior Intervention Supports, require a systematic, prevention focused continuum of support with a proactive approach to teaching and improving behaviors based upon relevant data. The District takes a child-centered protective approach to preventing behaviors that are self-injurious and injurious to others.

### **District Policy**

The Lower Merion School District is committed to providing children with disabilities a free appropriate public education (FAPE) within the least restrictive environment (LRE), including students with behavioral difficulties. The District has an established a policy to govern the conduct of all students in school (Policy No. 235; Student Rights and Responsibilities). This policy is implemented to the extent that the student's right to a FAPE in the LRE is not violated.

In order to ensure that students with behavioral needs have the necessary supports and services, the District has implemented a four stage hierarchy of behavioral interventions as described in the Behavior Management Policy for Special Education Students. This hierarchy begins with the least intrusive strategy for behavioral interventions (Classroom Management) and progresses to more intrusive strategies (Restraints and Emergency Procedures). When a behavior plan is necessary, the IEP team develops a plan that focuses on reinforcing the student's positive behaviors and recommends replacement strategies. The team reconvenes if a strategy is found to be unsuccessful and develops different strategies as supported by relevant data. IEP teams do not utilize aversive techniques considered inappropriate and prohibited in Chapter 14 Regulations of the Pennsylvania Code.

The four stages of the District's Behavior Management Policy for Special Education Students include Classroom Management, which focuses on classroom strategies that establish a positive learning environment for all students and the prevention of behavior difficulties using models such as Responsive Classroom; behavioral strategies set forth in a student's

IEP that focus on positive and proactive interventions to manage student behavior; development of Positive Behavior Support Plans; teaching replacement behavior, and develop strategies for long term prevention; and restraint and emergency procedures.

The District views restraints as restrictive and intrusive. Less restrictive techniques and earlier stages of behavior management are to be implemented by staff before restraints are considered. The strategies described within Stage IV are implemented only in unusual situations where there is immediate danger to the student or others. The IEP team must convene to review the appropriateness of the student's IEP following the escalation to this level of intervention. Policy No. 236 and its Administrative Regulation are set forth below.

#### **LOWER MERION SCHOOL DISTRICT**

**POLICY NO.: 236**

**BEHAVIOR SUPPORT - SPECIAL EDUCATION STUDENTS**

**Date Adopted: 2/16/10**

The District recognizes that positive behavior support is an integral part of educational programming; the two must complement each other. The use of effective and appropriate strategies for controlling or changing inappropriate student behavior enhances educational success for students. Optimal learning outcomes are achieved in classrooms where a student's opportunity for learning and building self-esteem and individual responsibility is maximized. The management of student behavior in the District is predicated on the following principles:

- each eligible student is entitled to receive his/her education in the least restrictive environment;
- all students are entitled to an environment free from restrictions or injuries caused by the challenging behaviors of others;
- effective positive behavior support is contingent upon clear, direct, concise communications among school, students, and family;
- staff development is critical for a positive behavior support system to be effective;
- through the cooperative efforts of the schools, interagency supports, community resources, and family involvement, the behavioral needs of eligible students can be met.

The Superintendent shall promulgate Administrative Regulations regarding "Behavior Support - Special Education Students" to implement this policy and the requirements of state and federal law.

#### **ADMINISTRATIVE REGULATIONS**

**POLICY NO.: 236**

**BEHAVIOR SUPPORT - SPECIAL EDUCATION STUDENTS**

**Date Last Revised: 6/29/12**

### AUTHORITY

Pursuant to Chapter 14 Regulations of the Pennsylvania Code, regarding special education services and programs, charge each education agency in the Commonwealth with the primary responsibility for having in effect a written positive behavior support policy for special education students.

### REVIEW

This regulation shall be periodically sent to the official designated by the Pennsylvania Department of Education Bureau of Special Education as the District's "single point of contact" for review and comment.

### DEFINITIONS

"Assigned Responsible Employee" means a District employee assigned to implement or monitor a behavior intervention pursuant to this Policy.

"Break Area/Room" means a space inside or very close to an autistic support classroom designated for student use to facilitate sensory de-escalation or regulation.

"Calming Room" means a room designated as a location for students who require frequent and concentrated behavior interventions to de-escalate or regulate their behavior.

"Clear and present danger of imminent physical harm" means the student is acting in a manner as to be a clear and present danger of causing imminent physical harm to himself/herself or another person as the result of acute or episodic aggressive or self-injurious behavior. Imminent means about to happen, but has not yet happened. In other words, a student may be restrained before the student has actually caused harm. Examples of such behavior would include violent actions, such as attempts by the student to hit, kick, scratch or bite, or speech by the student threatening violent actions that the student appears capable of carrying out if not restrained. It does not include simple non-compliance or damage to property that does not also involve danger of physical injury as well.

"Positive Behavior Supports" means supports for students with disabilities who require specific interventions to address behavior that interferes with that student's or other students' learning. These include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

"Restraint" means the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force a student to calm or comfort the student, guiding a student to an appropriate activity, or holding a student's hand to safely escort the student

from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

### INTERVENTION RATIONALE

The Lower Merion School District, in order to ensure that each student learns to work cooperatively, be a responsible citizen, and show tolerance to all members of the school community, has made reasonable and necessary rules governing the conduct of students in school which are contained in the Student Rights and Responsibilities, Policy Guides No. 235. If a student is deemed to be an eligible student under Chapter 14, the Student Rights and Responsibilities is followed to the extent that the eligible student's right to a free and appropriate public education, including special education and services, is not violated.

This Positive Behavior Support Policy utilizes four (4) stages of intervention ranging from less to more restrictive and should be referred to prior to disciplining a student with a disability. Positive techniques for the development, change and maintenance of target behaviors shall be attempted prior to the use of more intrusive strategies. If strategies are unsuccessful at any stage of intervention, the IEP Team will convene to determine if additional strategies are warranted. Parental consent must be obtained through the IEP process before using restraining or intrusive procedures not set forth in the IEP. The following aversive techniques of handling behavior are considered inappropriate at all phases of intervention and are prohibited according to Chapter 14:

1. Corporal Punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, locked boxes, other structures or spaces from which the student cannot readily exit. This prohibition is not to be interpreted to mean that a responsible adult may not position themselves at an exit door to prevent a clear and present danger of imminent physical harm to himself/herself or other persons and other techniques have proven to be effective.
4. Noxious substances
5. Deprivation of basic human rights, such as withholding meals, water or fresh air
6. Suspensions constituting a pattern under 22 Pa. Code 14.143(a)
7. Treatment of a demeaning nature, such as referring to a student's disability out of professional context or humiliating a student
8. Electric shock
9. Methods implemented by untrained personnel
10. Methods which have not been outlined in the agency's policies
11. Prone Restraints in which a student is held face down on the floor
12. Mechanical restraints except as used to control involuntary movement or lack of muscular control for students when due to organic causes or conditions as determined by a

medical professional qualified to determine need and agreed to by student's parent/guardian.

The District recognizes that, pursuant to 22 Pa. Code 14.133(f), it has the primary responsibility for ensuring that positive behavior support programs are in accordance with 22 Pa. Code Chapter 14, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in 22 Pa. Code 14.133(c).

The District recognizes that, pursuant to 22 Pa. Code 14.133(h), subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required.

### TRAINING

Prior to the beginning of each school year, the Superintendent, through a committee designated by the Superintendent, shall establish a plan for the training to be done by persons properly certified or otherwise qualified in the area of behavior management of designated staff responsible for implementing this policy (including teachers, behavior support specialists, instructional assistants, and building administrators) in behavior regulation and de-escalation strategies and positive behavior support.

### STAGES OF INTERVENTION

STAGE I – Classroom Management

STAGE II – Behavioral Strategies Documented in an Individualized Education Plan (IEP)

STAGE III – Positive Behavior Support Plan

STAGE IV – Crisis Management Procedures

STAGE I – Classroom Management

Positive classroom strategies form the focus of STAGE I intervention. Whole classroom management techniques and best teaching practices create a preventative atmosphere.

STAGE I strategies include:

- A clear statement of classroom and school rules and expectations
- Consistent monitoring and recording of behaviors
- Redirecting inappropriate behavior
- Modeling appropriate behavior
- Systematic reinforcing of pro-social behavior
- Self-esteem enhancing activities
- Problem solving instruction
- Parent/guardian involvement

These strategies are positive and non-intrusive as they apply to all students in the class or school setting.

Written Record: No formal written records of STAGE I interventions need to be documented in the student's IEP. However, classroom rules and expectations should be clearly stated to student and parents/guardians at the beginning of the school year and reinforced at the student's IEP conference. Also, the classroom teacher should keep informal records of inappropriate student behaviors that result despite STAGE I interventions in order to assist the IEP TEAM in future behavior strategy considerations.

#### STAGE II – Behavioral Strategies Documented in the IEP

STAGE II strategies include:

- All strategies contained in Stage I
- Environmental modification (e.g., seating or reducing visual distractions)
- Extended time to complete tests and tasks
- Curriculum adaptations and modifications
- Systematic reward policy
- Specified use of technology
- Student and parent/guardian contracts
- Multi-sensory instruction

These strategies are positive and present little intrusion as they are proactive interventions designed to support a student's behavior.

Written Record: These strategies and interventions are to be recorded in the student's IEP. The IEP Team will determine whether these strategies and interventions are more appropriately addressed as Goals and Objectives, Specially Designed Instruction, or both.

#### STAGE III – Development of a Positive Behavior Support Plan (aka Behavior Intervention Plan)

If an eligible student exhibits behavior problems which interfere with the student's learning or that of others despite STAGE I and STAGE II interventions, the IEP shall include a Positive Behavior Support Plan (PBSP) based on the results of a Functional Behavior Assessment (FBA) in accordance with Chapters 14 and other applicable federal and state laws.

Alternatively, the IEP Team may determine that the frequency or intensity of target behaviors, despite STAGE I interventions, prompt an immediate need to simultaneously conduct an FBA and implement a PBSP. Positive Behavior Support Plans include a variety of research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning, self-fulfillment, and ability to access the curriculum. Prior to developing a PBSP, potential causes of or contributing factors to behavioral challenges such as medical issues, physical or mental conditions, environmental factors, staffing and program concerns will be addressed.

STAGE III strategies include:

- Incorporating STAGE I and STAGE II strategies
- Determining student strengths and needs
- Conducting an FBA
- Identifying and clearly defining target behavior(s)
- Collecting accurate baseline data
- Determining the purpose or function of the challenging behavior
- Identifying, teaching, and reinforcing functionally equivalent replacement or appropriate behavior(s)/pro-social skills
- Identifying and gathering student supports
- Responding effectively when target behavior(s) occurs
- Developing strategies for long term prevention, maintenance, and generalization

Positive rather than negative measures form the basis of a behavior support plan to ensure that all students shall be free from demeaning treatment. The types of intervention chosen for a particular student shall be the least intrusive necessary and shall be in accordance with Chapter 14. Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior support program. In the event that more restrictive procedures are deemed by the IEP Team to be absolutely necessary, these procedures must also include positive and proactive measures.

Written Record: If the IEP Team determines that a student is in need of a Positive Behavior Support Plan (PBSP), or if a PBSP is otherwise required, the IEP shall include provisions for a program of behavior support in accordance with Chapter 14. The results of the FBA will be reviewed with parents/guardians and included in the Present Levels of Functional Performance section of the student's IEP. The PBSP will be developed by the IEP team including parents/guardians and the plan will be attached to, and become a part of, the student's IEP if it is otherwise not incorporated in the body of the IEP.

STAGE IV – Crisis Management Procedures

A. Restraints: A restraint is the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force a student to calm or comfort the student, guiding a student to an appropriate activity, or holding a student's hand to safely escort the student from one area to another. The term does not include hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. Prone (face down) restraints are prohibited.

Training of personnel will be conducted on a yearly basis to ensure the safety of students and staff.

#### 1. Restraints to Control Acute or Episodic Aggressive or Self- injurious Behavior

Restraints to control acute or episodic aggressive self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger of imminent physical harm to himself/herself or others and only when less restrictive measures and techniques have proven to be or are less effective.

The use of a restraint to control the aggressive behavior of a student shall cause the school to notify, that day if possible, but at least within one school day, the student's parents/guardians of the use of restraint and shall cause a meeting of the IEP team, to occur within 10 school days of the inappropriate behavior causing the restraint unless the parent/guardian, after being provided written notice, agrees in writing to waive the meeting. At the IEP meeting the team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change in placement to address the inappropriate behavior. Following every restraint, the building principal will report the incident as required by PDE. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

The use of restraints may only be included in a student's IEP when the following conditions apply:

- The restraint is utilized with specific component elements of positive behavior support
- The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior
- Staff are authorized to use the procedure and have received the staff training required
- There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

After the specific use of a restraint ("restraint episode"), a licensed nurse shall examine the student who was restrained as well as any other person potentially injured in the restraint episode. Such examination shall occur immediately if possible, but in any event, prior to the potentially injured person leaving for the day, whether the person is the student, a staff member or anyone else.

## 2. Mechanical Restraints to Control Involuntary Movement or Lack of Muscle Control

Mechanical restraints which are used to control a student's involuntary movements or lack of muscular control resulting from organic causes or conditions may be employed under the following conditions: (1) the restraints are specified in the IEP, (2) the restraints were determined by a medical professional qualified to make the determination, and (3) the student's parents/guardians agree to the restraints. Mechanical restraints shall be used only to prevent a student from injuring himself/herself or others or promote normative body positioning and physical functioning.

### B. Emergency Procedures

Emergency procedures for behaviors that present a clear and present danger of imminent

physical harm to himself/herself or others may include the following:

- (1) parent/guardian contact to immediately remove student from school;
- (2) notifying police;
- (3) notifying mental health; and
- (4) calling emergency service and/or ambulance.

Other emergency procedures specific to a student whose behavior potentially presents an identifiable risk of imminent physical harm to himself/herself shall be delineated prominently in a student's IEP.

Written Record: The need to use restraints or the need to implement emergency procedures will cause the IEP Team to convene to determine the appropriateness and effectiveness of the student's current IEP. No documentation of the need to implement emergency procedures other than that documented in the student's IEP or Evaluation Report will be placed in the student's cumulative file.

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavioral assessment and positive behavior support plan shall be required.

#### Use of /Calming Rooms

At locations that provide special programs for students requiring frequent and concentrated behavior interventions, a *calming room* may be available for behavior de-escalation or sensory regulation.

Calming rooms are used as specified in a child's Individualized Education Program (IEP) and/or positive behavior support plan. Many students in a behavioral crisis request to use these rooms as a learned method to de-escalate as part of their behavior plans. On a much less frequent basis, professional and support staff trained in positive behavior support may escort a student to the room. This occurs only when the student is acting in a manner as to be a clear and present danger of imminent physical harm to himself/herself or others and when less restrictive means of ensuring safety are not effective. Typically, the use of the calming room for a student in a behavioral crisis reduces or eliminates the need for more restrictive behavioral interventions such as the use of physical restraint or the need to call for emergency responders.

Some other points of clarification:

- The use of the calming room must be discussed with a student's parents at an IEP meeting before it is included in that child's IEP.
- Parents must be offered an opportunity to view the calming room prior to it being included in their child's IEP.
- The District shall provide a copy of this Administrative Regulation prior to or at the time it issues to the parent a NOREP any IEP that includes a calming room; the failure to do so shall

not, by itself, constitute a violation of the District's obligation to provide a free and appropriate public education.

- Parent's must approve by NOREP any IEP that includes a calming room prior to the calming room being used for the student.
- Only calming rooms that are used to protect a child from harming himself/herself or other persons may have doors on them.
- Calming rooms shall never have doors that lock.
- At least one Assigned Responsible Adult must always be with a student who is using the calming room as a means to de-escalate from potentially harmful behavior.
- Calming rooms are only utilized for positive behavior interventions and never as a punishment.
- If a student needs to be escorted to a calming room and the use of the calming room is not already included in the student's IEP or positive behavior intervention plan, then the parent/guardian will be contacted that day and informed of the need to use the room and an IEP meeting will occur no later than 10 school days after the incident, to review the current IEP.
- Parents/guardians of a student who already has the use of a calming room included in the student's IEP shall be notified each time the calming room is used for their child, unless the parent/guardian specifically requests in writing not to be notified each time. All parents/guardians will be given updates as to the frequency of their child's use of the calming room no less than weekly.
- The student must be able to readily exit the calming room. However, a responsible adult may position themselves at the exit door to prevent a student from acting in a manner as to be a clear and present danger of imminent physical harm to himself/herself or others.
- Break Area/Rooms may not be used as calming rooms.

#### Documenting and Reviewing Student Use of Calming Rooms

- The use of calming rooms by students for any purpose will be documented by the teacher or instructional assistant as directed by the teacher on a daily basis. Such documentation shall include the frequency and duration of the use.
- The building principal will review logs of the calming room use on at least a weekly basis.
- The special education supervisor will review the logs of the calming rooms on at least a monthly basis.

Prior to the beginning of each school year, the Superintendent, through a committee designated by the Superintendent, shall review the need for calming rooms for the upcoming school year and notify the Board of the proposed location of all calming rooms. The Superintendent shall also notify the Board prior to any mid-year change in the location of a calming room, the creation of a new calming room, or the elimination of a calming room.

#### Use of Break Area/Rooms

At schools that provide specialized autistic support programs, a space inside or very close to

the autistic support classroom can be designated as a break area or break room for student use to facilitate sensory regulation/de-escalation. Students who need support to self-regulate their sensory system, to de-escalate, or to take a temporary break from instructional activities may be taught to request to access the break area/room if specified in their IEP. During the initial instructional phase, it may be necessary for staff to prompt a student to access the break area/room. Typically, these prompts are verbal although occasionally such prompts may include gentle physical guidance that is consistent with District policies and regulations and is consistent with state and federal regulations.

- The use of the break area or break room must be discussed with a student's parents at an IEP meeting before it is included in that child's IEP.
- Parents must be offered an opportunity to view the break area or break room prior to it being included in their child's IEP.
- The District shall provide a copy of this Administrative Regulation prior to or at the time it issues to the parent a NOREP any IEP that includes a break area or break room; the failure to do so shall not, by itself, constitute a violation of the District's obligation to provide a free and appropriate public education. Preferably, this regulation should be given to parents at or before the IEP meeting where the break area or break room
- Parent's must approve by NOREP any IEP that includes a break area or break room prior to the break area or break room being used for the student.
- Break areas/rooms shall not have doors on them
- An adult must always monitor a student in a break area/room
- Break areas/rooms will include items to facilitate sensory regulation/de-escalation/relaxation such as bean bag chairs, therapy balls, thera-putty, weighted blankets and other similar therapeutic items as recommended by qualified personnel.
- The use of break area/room must be included in the student's IEP either in the Specially Designed Instruction (SDI) section or in the Positive Behavior Support Plan.
- Break areas/rooms may be used on a pre-determined schedule as indicated on an individual student's daily schedule or upon student request
- The use of break areas/rooms must be a pro-active strategy and such spaces shall not be used as a consequence for aggressive behavior
- The frequency and duration of the use of the break area/room must be included on the student's daily schedule or behavior contract, tallied at the end of each day and graphed weekly
- A copy of the daily schedule or behavior contract must be sent home daily to the student's parents/guardians
- Break area/room graphs must be reviewed and the effectiveness of this strategy analyzed by the building Principal, Behavior Specialist and the Supervisor of Autism Support Programs monthly
- Break Area/Rooms may not be used as calming rooms.

**NOTE:** Before excluding a special education student from school, the building administrator will review the student's cumulative discipline record to ensure that the student's right to

special education and related services will not be violated. Any questions regarding the disciplining of special education students should be directed to a Supervisor of Special Education or to the Director of Student Services for clarification. Furthermore, at any time that a district employee reports a crime committed by a student with a disability, the employee shall immediately inform the Director of Student Services who shall ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported. Such transmission shall take place only to the extent that it is permitted by the Family Educational Rights and Privacy Act.

### **Training**

The District utilizes the Crisis Prevention and Intervention Nonviolent Crisis Intervention Program to train staff. Currently, special education teachers, administrators, related service providers, paraprofessionals, campus aides, bus drivers, bus aides and nurses are being trained and re-certified on an annual basis. The Nonviolent Crisis Intervention Program is used to de-escalate students that may become anxious, self-injurious or injurious to others through both verbal de-escalation and physical intervention in extreme situations to reduce the risk of injury to staff and students.

### **School-Based Behavioral Health Services**

The District has an array of mental health and counseling supports to assist students and their families in grades K-12. These supports include school counselors, school social workers, school psychologists, and at the secondary level, mental health and wellness counselors. The support of these professionals assists children with disabilities to successfully navigate the general education setting and to access community based social services. Collaboration with community based mental/behavioral health providers has continued. Inter-agency team meetings with District, mental health, and agency representatives convene on a regular basis. These meetings provide an important forum to share information across systems to benefit students and to collaborate to improve case management.

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

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

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The District continues to successfully ensure FAPE for individual students and for all disability categories included within the IDEA. LMSD has not experienced significant difficulties with ensuring FAPE for hard to place students. This fact is directly attributed to the District's established and successful procedure for evaluating students and providing programs and related services within the least restrictive setting appropriate for the individual.

Additionally, our strong collaboration with parents, non-district staff, and community based agencies working with individuals who have mental health concerns or who are cognitively challenged have contributed to success in placing students appropriately. This collaboration begins long before a referral for an out of District placement.

The District continues to expand emotional support services and autistic support services. Program expansion and development, personnel training, and expansion of behavioral supports is ongoing as the District continues to work diligently to ensure a continuum of services can be provided within the least restrictive environment at all grade levels.

### *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.

The Lower Merion School District (LMSD) is located in Philadelphia's historic Main Line suburbs and serves the residents of the Lower Merion Township and the Borough of Narberth. Established in 1834 as one of Pennsylvania's first school districts, LMSD has a rich tradition of achievement, innovation, and community partnership and a longstanding reputation as one of the finest school systems in the state. The District's six elementary schools, two middle schools, and two high schools provide rigorous educational programs for approximately eight thousand five hundred ninety students and also provide an expansive continuum of supportive educational programs for children with disabilities.

The Lower Merion School District remains committed to our educational mission and the continuous development of programs for all students in grades K-12+. The District's goal is to provide educational opportunities that allow students to fully develop into knowledgeable, contributing citizens capable of thriving in a rapidly changing world. The District regularly develops and expands our continuum of programs and services for children with disabilities in accordance with the changing needs of our community. A snapshot of several of our outstanding initiatives follows:

**Transition to school-age services:**

As required by federal and state regulations, the District reevaluates pre-kindergarten children who currently are receiving early intervention services through the Montgomery County Intermediate Unit (MCIU) and are being registered for kindergarten in the Lower Merion School District for the upcoming school year. The District has a structured procedure for the transition from early intervention special education to school age services through the oversight of a School Age Transition Team (SATT). SATT is facilitated by a coordinator of special education and the composition of each team is based on the needs of the individual child. Based on the individual child, the SATT may include a school psychologist, speech and language therapist, a physical therapist, occupational therapist, vision therapist, hearing therapist, and/or nursing staff. The supervisor for elementary special education is the administrator for this team. The process actively involves the Early Intervention providers, parents/guardians, and District personnel in regular education and special education. The District regards the SATT a strength for understanding and planning for the individual needs of children entering kindergarten through the transition process.

**Diagnostic Kindergarten:**

The District has a Diagnostic Kindergarten program at the Cynwyd Elementary School for school-aged students eligible for special education supports and services. The Diagnostic Kindergarten is a full day of schooling for students eligible for learning supports and services based on a comprehensive evaluation completed during the transition process from Early Intervention to school-age services. During the morning session of the school day, the students participate in a small group learning support environment in which staff provide the direct specialized instruction as designated within students' IEPs. Highly qualified staff monitor each student's progress very carefully and evaluate instructional methods based on individual learning styles. If eligible, students typically receive direct related services during the morning portion of the school day, so that their inclusion in the regular education environment is not interrupted. During the afternoon session of the school day, students fully participate in regular education curriculum within a general education kindergarten classroom with non-disabled peers with supplemental aids and services as designated in their IEPs to allow them to access their education within this setting. The Diagnostic Kindergarten program is unique in that it provides a high level of specialized instruction in a small learning support environment along with a fully inclusive kindergarten education. At the end of the kindergarten year, the IEP team utilizes the information gathered throughout the school year to assist students in transitioning to first grade within the least restrictive environment.

**Emotional Supports and Services:**

A longstanding programmatic strength of the District is the continuum of services provided

to students requiring emotional supports and services (ES). Regardless of the level of emotional support intervention, students are provided with a rigorous academic programming within the least restrictive environment. Continual involvement of clinical staff with students, parents, teachers, and administrators; training of staff in the areas of classroom management, emotional regulation strategies, positive behavioral support, and crisis prevention intervention (CPI); on-going interagency collaboration; and assistance provided to parents in accessing community-based mental health services and completing applications for Medical Assistance (Access) all help to ensure the successful implementation of students' educational programming.

Lower Merion School District meets the needs of students receiving emotional support through a combination of individualized, direct instruction related to IEP goals and specially designed instruction and services, like facilitated group discussions. The District's commitment to meeting the needs of students receiving this support is evidenced by the expansion of its continuum of services. Most recently, Merion Elementary School increased the capacity of its support by hiring an additional full-time teacher. This has decreased the student to teacher ratio and enabled student groupings based on grade range (i.e., kindergarten to third grade and fourth to fifth grades). In addition, Bala Cynwyd Middle School is expanding its continuum of services to include a supplemental amount of support so students may more frequently access support when needed. Bala Cynwyd Middle School joins four other schools in the District providing this amount of support and a small, structured, emotionally supportive learning environment, inclusive of push-in supports in the general education classroom. Special education teachers who provide emotional support work collaboratively with regular education teachers, behavioral and clinical staff, and administrators in order to provide comprehensive supports for students. The District is also working collaboratively with the Montgomery County Intermediate Unit to review and refine the emotional support programs and services using the tool, *Quality Indicators of Emotional Support Programs and Services*. This K-12 collaboration around student needs and evidence-based interventions and supports, instructional resources, and professional learning to meet those needs is yielding enhanced programmatic alignment.

Itinerant ES teachers provide direct, individual, and/or small group support to eligible students. They collaborate, consult, and support counselors, general education teachers, school administrators, clinical staff (psychologists and social workers) and parents. Itinerant ES teachers provide input for the functional behavioral assessments, participate in the development of the student's IEP and positive behavioral support plans, monitor student progress, and provide staff development regarding the education of students requiring emotional/behavioral support. The District contracts with the Montgomery County Intermediate Unit (MCIU) for board certified behavior analysts (BCBA) to collaborate with the emotional support teachers and assist District staff with the development of comprehensive positive behavior support plans, and effective strategies for working with students with ES needs.

### **Autism Supports and Services:**

The District has a wide range of supports and services for students on the Autism Spectrum. Each year program enrollment grows at all grade levels. Many students receive services through LMSD from early intervention through high school programming. Many families share that they have moved into the District from across the United States and from around the world, as well as from surrounding school districts in order to access the District's exceptional Autistic Support (AS) Services. Programming options range from the Itinerant level all the way through Full-time supports and every District school offers Autistic Support Services.

The AS programs use research-based practices and curricular materials to support and enhance the enrichment of students. All of the AS classrooms center around a behavioral approach and incorporate various strategies including Applied Behavioral Analysis, Visual and Verbal Behavioral supports and the Structured Teaching model to name a few. The AS teachers and staff are well trained on the various strategies and are provided with on-going professional development through the District as well as with collaboration with surrounding Intermediate Units.

The AS programs provide a continuum of services, starting at the elementary level and continuing up to the age of 21 years old, if necessary. LMSD offers supports coordinators for every grade level, including early intervention to ensure successful transitions between grade levels and buildings. The supports coordinators work directly with the school-based teams and special education supervisors to allow for meaningful decisions regarding how to best provide the continuum of services needed to allow forward progress towards IEP goals and programming.

Speech and Language therapy and supports are critical to the AS programs. All of LMSD's Speech and Language therapists provide direct, consultative and push-in supports within each District school. Many of the Speech and Language therapists are assigned to multiple schools, which provides an opportunity to carry over skills from one setting to the next as well as opportunities to enhance programming. For example, at both District middle and high schools, there is a therapist that transitions back and forth from each of the settings. This connection from one level to the next allows for continued preparation of high school development to middle school students and provides insight to program development as students transition from the middle school to high school setting. The Speech and Language therapists are knowledgeable on the latest assistive technology and have a supports coordinator that provides training and research on the latest technology and trends.

The Speech and Language therapists play a key role in supporting and enhancing social skills development throughout the District. All of the AS programs have social skills training embedded within the programming. All staff, students, parents, administrators, general and special educators are trained on the usage of a common language of "expected" versus

“unexpected” social behavior and the Speech and Language therapists use this common language to foster positive social interactions and behaviors for all students but in particular our students on the Autism Spectrum. At each level of education, the supports and programming of expected/unexpected social development builds and at the secondary level the students are introduced and utilize the social language lab (SLL). Social Language Lab (SLL) is a credit course that was specifically designed to further develop linguistic, strategic, socio relational, and sociolinguistic competencies of students in the Autism Support Program at the high school level. Classes are led by a speech-language pathologist and special education teacher in the autistic support program. The curriculum focuses on: social interactions with a variety of communication partners; pragmatic language skills; problem- solving in school, vocational, and community settings; developing theory of mind; as well as on the individual goals/objectives identified in students’ Individualized Education Plans. Students utilize a variety of evidence-based strategies that include (but are not limited to) role-play, video modeling, self-evaluation, and writing analysis to complete practical application assignments/activities and reflect on their performances on these tasks.

Addressing sensory needs is another component of all District AS programs. At each level, teachers, staff and therapists utilize a wide-range of sensory input and output for students, dependent upon their individualized needs. At all levels, the school settings include sensory spaces for students to gain tactile, direct input during the school day. The AS programs have direct, consultative and push-in support from contracted and District Occupational Therapists and a Physical Therapist. General education teachers and special education teachers work collaboratively to ensure carry over of sensory diets to the general education setting without causing any unnecessary attention or distractors for students that require sensory support within the general education setting.

As students develop their transition plans for postsecondary transition, the Autism Support programs provide a wide variety of opportunities to further support and enhance their post-secondary goals and outcomes. Some of these opportunities include but are not limited to: Community Based Instructional Experiences; Practical Assessment Exploration System (PAES); Community Work Experience (CWE); Apartment Program and Travel Training.

### **Services for Students Preparing for Post-Secondary Transition:**

#### **Community Based Instructional Experiences (CBI):**

The CBI Program was designed to provide secondary students with an opportunity to apply skills taught within the school setting to real-world practical settings within the student’s community. The CBI experiences are built on a continuum, starting at the middle school level with a basic introductory to field trips that focus on the general community with a functional, real-world approach. This is a way to introduce students to the expectations within a community setting as well as prepare them for a weekly curriculum at the high

school level. The CBI experience can look different dependent upon the purpose and goals associated with it. For some CBI experiences, it is a trip to the grocery store or local restaurant to practice money and ordering skills to a full day out in the community or close to the community practicing budgeting, social skills, adult daily living needs and carry over of skills across various settings.

**Practical Assessment Exploration System (PAES):**

The PAES Lab offers a simulated work environment in which special education staff assess a student's competitive work potential. Students complete a wide variety of tasks and determine their interest levels in the areas of Business/Marketing, Consumer/Service, Construction/Industrial, Processing/Production, and Computer/Technology. The PAES Lab also provides students with opportunities to develop and practice expected work place behaviors. Student performance data are collected and analyzed to outline each individual's employment related strengths, needs, interests, as well as potential employment options, and the accommodations required to be successful in those settings.

**Community Work Experience (CWE):**

The CWE Program provides students with short-term work exploration experiences in one of several community businesses with whom the district has partnered. Job coaches provide support and feedback to the students and their case managers as they complete meaningful worksite-specific jobs and further develop expected work place behaviors in an actual work setting. Student performance data are collected and used to generate quarterly IEP progress reports highlighting employment skills, strengths, areas of need, and accommodations required to be successful in the work setting.

**Apartment Program:**

The Apartment Program offers a simulated apartment environment in which students with disabilities develop skills required to live independently, or in a supported or group home setting after high school. Students learn and practice a wide variety of independent living skills including locating, securing, and maintaining housing, budgeting and banking, meal preparation, and recreation/leisure planning.

**Travel Training:**

The Travel Training Program provides students with disabilities opportunities to develop skills required to successfully navigate public transportation. In addition to learning how to read public transit schedules, select the best route, identify fares, purchase tickets and safely board/exit the public transportation, special education staff also address understanding of personal space, environmental awareness, and safety awareness with students. Students are afforded supervised travel training experiences as they travel to/from a Community Work Experience and/or a Community Based Instruction activity.

**Learning Support:**

A broad range of services are available to meet the specific needs of students receiving learning support across the District's ten school buildings. Of particular highlight is expanded, more intensive learning support services at the high school level to meet specific student needs. This expansion has further aligned the continuity of programming between middle and high schools. This more intensive level of learning support builds upon existing services, when appropriate, like direct instruction during Instructional Support Lab (ISL) class and specialized reading and writing instruction during Academic Literacy class, and now also includes specialized math instruction during Math Literacy class when necessary to support student's access to math curriculum. The frequency with which students receive special education instruction during these classes is highly individualized as are the push-in supports and specially designed instruction students receive across school settings. Besides expanded and highly specialized academic instruction, features of the more intensive learning support also include co-taught general education classes and individualized transition planning.

### **Parent Training and Involvement:**

LMSD values positive collaboration with families. The District received a positive commendation from the Pennsylvania Department of Education's Bureau of Special Education during the most recent cyclical monitoring cycle (Fall 2015) for exceptional involvement of parents. The District remains proud of the long-standing parent group, the Committee for Special Education (CSE). The CSE presents regular programs to parents whose children receive special education supports and services, gifted education supports and services, or have a 504 Service Agreement. The CSE has donated books on disabilities to District schools, developed a Listserve for over 400 members, and created a parent education video and brochure. It publishes a highly informative newsletter, maintains a website, and provides a list of resources for parents. The CSE has provided timely information to parents about upcoming events within the community and state for parents of special needs children. The CSE's website can be found at <http://www.lmcse.org/>.

In addition to the activities of the CSE, District staff have participated in seminars, panels and parent workshops within the community to inform parents about special education and to encourage parental involvement at District schools. Supports to families with students with special education needs transitioning from 5th to 6th and from 8th to 9th grades include evening seminars to provide an overview of the transition process; internal team meetings to individually review each student's strengths, needs, and programming; individual guided parent/student tours of the school buildings as needed; and transition "question and answer" meetings at which parents meet key members of their student's future special education team. For parents and students aged 14 through 21 years with special education needs, the District offers informational seminars highlighting the supports and services of the Office of Vocational Rehabilitation and Early Reach. The Office of Student Services provides monthly trainings/seminars for parents on a variety of health topics such as immunizations, wellness policies, technology and social media, drugs and

teens, positive body image, etc.

Parents have spoken at staff development sessions regarding their experiences and perspectives as a parent of a child with special needs. Hearing directly from parents about inclusion and their experiences interacting with school staff has broadened the perspective of staff. The District is committed to listening to and collaborating with parents. These activities, which engage parents as partners, have been recognized by staff and parents as important factors in the District's successful special education programs.

DRAFT

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Yale House	Nonresident	Lower Merion School District	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux CARES	Approved Private Schools	AS	1
Vanguard School	Approved Private Schools	AS	6
Melmark School	Approved Private Schools	AS/LSS	2
Camphill Special School	Approved Private Schools	AS	3
Pathway School	Approved Private Schools	ES	2
Elwyn/Davidson School	Approved Private Schools	LSS	1
HMS	Approved Private Schools	MDS	4
Chester County Intermediate Unit (CHAAMP Program)	Other	AS	1
Nexus School	Other	AS	1
Comprehensive Learning Center	Other	AS	2
Wyncote Academy	Other	ES	1
Chester County Intermediate Unit - (Child & Career Development Center - Career Academy)	Other	SLD/ED	2
Chester County Intermediate Unit (Child & Career Development Center - TEACH ABA Program)	Other	ES/AS	1
Green Tree School	Approved Private Schools	AS	1
Delaware County Intermediate Unit (Marple Education Center)	Other	AS	3
Montgomery County Intermediate Unit - Upper Merion MS	Other	HS	1
Lakeside	Approved Private Schools	LS/ES	2
Delaware County Intermediate Unit (Ithan Elementary School)	Other	VS	1
Chester County Intermediate Unit (Technical High School - Brandywine Campus)	Other	LS	1

Chester County Intermediate Unit (Technical High School - Pickering Campus)	Other	LS/ES	2
Chester County Intermediate Unit (Child & Career Development Center)	Other	LS/ES	1
Lifeworks	Approved Private Schools	ES	3
Montgomery County Intermediate Unit - Anderson School	Other	ES	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	10	0.83
Locations:				
Lower Merion High School (Matta #337)	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	2	0.17
Locations:				
Lower Merion High School (Matta #337)	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	6	0.8

Locations:				
Lower Merion High School (Stroup #325)	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	17 to 17	2	0.2
Locations:				
Lower Merion High School (Stroup #325)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	7	1
Locations:				
Lower Merion High School (Morgan Williford #325)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 20	9	1
Justification: At any given time, the age range of students in the classroom at the same time fall within age requirements.				
Locations:				
Lower Merion High School (Nigro #211)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	16	1
Locations:				
Lower Merion High School (Long #338)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	4	0.25
Locations:				
Lower Merion High School (Swartley #338)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	12	0.75
Locations:				
Lower Merion High School (Swartley #101)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	14	0.8
Locations:				
Lower Merion High School (Scopelliti #223)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.14
Locations:				
Lower Merion High School (Scopelliti #223)	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	17 to 17	1	0.06
Locations:				
Lower Merion High School (Scopelliti #223)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	17	0.89
Locations:				
Lower Merion High School (Orlansky #223)	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	2	0.11
Locations:				
Lower Merion High School (Orlansky #223)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #10 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 15	15	1
Locations:				
Lower Merion High School (Cherkas #101)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	10	0.83
Locations:				
Lower Merion High School ( Achuff #337)	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	2	0.17
Locations:				
Lower Merion High School (Achuff #337)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	15	0.94
Locations:				
Harriton High School (Harmelin #201)	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 17	1	0.06
Locations:				
Harriton High School (Harmelin #201)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	8	1
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Harriton High School (Magner #301)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	18 to 18	1	0.5
Locations:				
Harriton High School (Donato #115)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	1	0.5
Locations:				
Harriton High School (Donato #115)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	9	0.9
Locations:				
Harriton High School (Troop # 201)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1
Locations:				
Harriton High School (Troop # 201)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	9	0.9
Locations:				
Harriton High School (LaMania #201)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
Harriton High School (LaMania #201)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #17 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.17
Locations:				
Harriton High School (Foley #302)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	10	0.83
Locations:				
Harriton High School. (Foley #302)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	12	0.6
Locations:				
Harriton High School (Ranson #317)	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	1	0.4
Locations:				
Harriton High School (Ranson #317)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	13	0.87
Locations:				
Harriton High School (Wilson Harvey #317)	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	2	0.13
Locations:				
Harriton High School (Wilson Harvey #317)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 16	6	0.7
Locations:				
Harriton High School (Koukos #301)	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	13 to 16	3	0.3
Locations:				
Harriton High School (Koukos #301)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #21 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 29, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	8	0.8
Locations:				
Harriton High School (McCoy # 224)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #23 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.73
Locations:				
Bala Cynwyd Middle School (Aikens #218)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.27
Locations:				
Bala Cynwyd Middle School (Aikens #218)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #24 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.63
Locations:				
Bala Cynwyd Middle School (Laird #228)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.12
Locations:				
Bala Cynwyd Middle School (Laird #228)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	2	0.25
Locations:				
Bala Cynwyd Middle School (Laird #228)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #25 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	5	0.36
Locations:				
Bala Cynwyd Middle School (Spengler # 301)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	9	0.64
Locations:				
Bala Cynwyd Middle School (Spangler # 301)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #26 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.5
Locations:				
Bala Cynwyd Middle School Hall #125)	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	5	0.5
Locations:				
Bala Cynwyd Middle School (Hall#125)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #27 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	0.7
Locations:				

Bala Cynwyd Middle School (Hadi #309)	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.3
Locations:				
Bala Cynwyd Middle School (Hadi #309)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #28 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	8	0.67
Locations:				
Bala Cynwyd Middle School (Falcone #120)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.33
Locations:				
Bala Cynwyd Middle School (Falcone #120)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #29 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	0.88
Locations:				
Bala Cynwyd Middle School (Gomes #209b)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.06
Locations:				
Bala Cynwyd Middle School (Gomes 209b)	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	14 to 14	1	0.06
Locations:				
Bala Cynwyd Middle School (Gomes 209b)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #30 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	5	0.45
Locations:				
Bala Cynwyd Middle School (Jones #112)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.55
Locations:				
Bala Cynwyd Middle School (Jones #112)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #31 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	7	0.7

Locations:				
Welsh Valley Middle School (McCullin #E203)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	3	0.3
Locations:				
Welsh Valley Middle School (McCullin #E203)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #32 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	0.92
Locations:				
Welsh Valley Middle School (DuVernous #A218)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.08
Locations:				
Welsh Valley Middle School (DuVernous #A218)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #33 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.1
Locations:				
Welsh Valley Middle School	A Middle School	A building in which General Education		

(Levin #E103)	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	3	0.2
Locations:				
Welsh Valley Middle School (Levin #E103)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	5	0.4
Locations:				
Welsh Valley Middle School (Levin #E103)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.3
Locations:				
Welsh Valley Middle School (Levin #E103)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #34 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.9
Locations:				
Welsh Valley Middle School (Lax #G136)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.1
Locations:				
Welsh Valley Middle School (Lax #G136)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #35 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	3	0.25
Locations:				
Welsh Valley Middle School (Goldstein #B116)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	5	0.35
Locations:				
Welsh Valley Middle School (Goldstein #B116)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	10	0.6
Locations:				
Welsh Valley Middle School (Rendler #E203)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	2	0.4
Locations:				
Welsh Valley Middle School (Rendler #E203)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #37 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	7	0.63
Locations:				
Welsh Valley Middle School (Reckeweg #A117)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.27
Locations:				
Welsh Valley Middle School (Reckeweg #A117)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	1	0.1
Locations:				
Welsh Valley Middle School (Reckeweg #A117)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #38 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.42
Locations:				
Welsh Valley Middle School (Quinn #A201)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	0.5
Locations:				
Welsh Valley Middle School (Quinn #A201)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.08
Locations:				
Welsh Valley Middle School (Quinn #A201)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #39 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.4
Locations:				
Welsh Valley Middle School (McDade #E119B)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.6
Locations:				
Welsh Valley Middle School (McDade #E119B)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	13	1
Locations:				
Welsh Valley Middle School (Mobley #E119A)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	8	1
Justification: At any given time, all students in classroom are within age range				
Locations:				
Lower Merion High School (Clark #211)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #43 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	54	1
Justification: At any given time, all students in classroom are within appropriate age range				
Locations:				
Lower Merion High School (Needles #24)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #44 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	51	0.8
Locations:				
Welsh Valley Middle School (Picker #E219)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #45 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	50	1

Locations:				
Bala Cynwyd Middle School (Schieber #308)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #46 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	22	0.6
Locations:				
Bala Cynwyd Middle School (Bosin #101)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 19	18	0.4
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Lower Merion High School (Bosin #23)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #47 - Proposed Program

Operator: School District

##### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.3
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Belmont Hills Elementary School (Moy # 25)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.7
Locations:				
Belmont Hills Elementary School (Moy # 25)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #48 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* October 3, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	27	1
Justification: At any given time, students in classroom are with appropriate age range.				
Locations:				
Belmont Hills Elementary School (Gagliano #119)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #49 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	1
Justification: At any given time, all students in classroom are within appropriate age range.				
Locations:				
Penn Wynne Elementary School (Overmier #105)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #50 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	24	1
Justification: At any given time, all students in classroom are with appropriate age range.				
Locations:				
Penn Wynne Elementary	An Elementary	A building in which General		

School (Gambone #206)	School Building	Education programs are operated		
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**Program Position #51 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 20, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	30	0.8
Justification: At any given time, all students in classroom are within appropriate age range.				
Locations:				
Cynwyd Elementary School (Gelsomini #107.3)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #52 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	32	1
Justification: At any given time, all students in the classroom are within required age range.				
Locations:				
Cynwyd elementary School (Weinstein #221)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #53 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	39	1
Justification: At any given time, all students in the classroom are within the required age range.				

Locations:				
Merion Elementary School (Ruzzi #232)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #54 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	30	1
Justification: At any given time, all students in the classroom are within required age range.				
Locations:				
Gladwyne Elementary School (Ferguson #131)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #55 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	22	0.3
Justification: At any given time, the students in the classroom are within required age range.				
Locations:				
Belmont Hills Elementary School (Bucciarelli #119)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.7
Justification: At any given time, the age range of students in the classroom at the same time fall within age requirements.				
Locations:				
Gladwyne Elementary School (Bucciarelli #131)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #56 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	32	1
Justification: At any given time, the students in the classroom are within required age range.				
Locations:				
Penn Valley Elementary School (Cozzi #126)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #57 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	49	1
Justification: At any given time, the students in the classroom are within required age range.				
Locations:				
Penn Valley Elementary School (Fells #127)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #58 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	0.6
Locations:				
Gladwyne Elementary School (McCormack #162)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	10	0.4

Locations:				
Gladwyne Elementary School (McCormack #162)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #59 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

*Explain any unchecked boxes for facilities questions:* Room relocated to special education classroom next door. Room 101 previously approved by PDE.

#### 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	4	0.5
Justification: At any given time, all students in classroom are within the required age range.				
Locations:				
Gladwyne Elementary School (Cipolla #118)	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 10	1	0.25
Locations:				
Gladwyne Elementary School (Cipolla #118)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	4	0.25
Locations:				
Gladwyne Elementary School (Cipolla #118)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #60 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	4	0.7
Locations:				
Gladwyne Elementary School (Wright #202)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.3
Locations:				
Gladwyne Elementary School (Wright # 202)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #61 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.5
Locations:				
Gladwyne Elementary School (Schubert #118A)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	3	0.25
Locations:				
Gladwyne Elementary School (Schubert #118A)	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 8	2	0.25
Locations:				
Gladwyne Elementary School (Schubert #118A)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #62 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.8
Locations:				
Gladwyne Elementary School (Cicalese #209)	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	10 to 11	4	0.2
Locations:				
Gladwyne Elementary School (Cicalese #209)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #63 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	10	0.83
Locations:				
Merion Elementary School (Haley #107)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	2	0.17
Locations:				
Merion Elementary (Haley #107)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #64 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	0.5
Locations:				
Merion Elementary School (Quinn #230)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	0.4
Locations:				
Merion Elementary School (Quinn #230)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	2	0.1
Locations:				
Merion Elementary School (Quinn #230)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #65 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 7	5	0.2
Locations:				
Merion elementary School (Phillips #113A)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	5	0.75
Locations:				
Merion elementary School (Phillips #113A)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #66 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	3	0.4
Locations:				
Cynwyd Elementary School (Carrington #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	2	0.4
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Cynwyd elementary (Carrington #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	6 to 11	2	0.1
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Cynwyd Elementary (Carrington #100)	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 5	1	0.1
Locations:				
Cynwyd elementary (Carrington #100)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #67 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	8	0.9
Locations:				
Cynwyd Elementary School (Riggs #115B)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	1	0.1
Locations:				
Cynwyd Elementary School (Riggs # 115B)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #68 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.25
Locations:				
Cynwyd Elementary School (DiFelice #213)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	10 to 10	1	0.12
Locations:				
Cynwyd Elementary School (DiFelice#213)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	2	0.25
Locations:				
Cynwyd Elementary School (DiFelice #213)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.12
Locations:				
Cynwyd Elementary School (DiFelice #213)	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%)	Deaf and Hearing Impaired Support	11 to 11	1	0.25
Locations:				
Cynwyd Elementary School (DiFelice #213)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #69 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.75
Locations:				
Cynwyd Elementary School (Bershad #101)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	3	0.25
Locations:				
Cynwyd Elementary School (Bershad #101)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #70 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	10	1
Locations:				
Cynwyd Elementary School (Wiley #11)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #71 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	2	0.15
Locations:				
Penn Valley Elementary School (Moultrie #118)	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	7 to 7	2	0.15
Locations:				
Penn Valley elementary (Moultrie #118)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.09
Locations:				
Penn Valley Elementary (Moultrie #118)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 5	1	0.09
Locations:				
Penn Valley Elementary School (Moultrie # 118)	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%)	Learning Support	6 to 9	5	0.52

but More Than 20%)				
Locations:				
Penn Valley Elementary School (Moultrie # 118)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #72 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.6
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Penn Valley Elementary School (Caprice #162)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.2
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Penn Valley Elementary School (Caprice #162)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	1	0.2
Locations:				
Penn Valley Elementary School (Caprice #162)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #73 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	3	0.15
Locations:				
Belmont Hills Elementary School (Holryod #21)	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	10 to 12	5	0.31
Locations:				
Belmont Hills Elementary School (Holryod #21)	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 12	7	0.44
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Belmont Hills Elementary School (Holryod #21)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.1
Locations:				
Belmont Hills Elementary School (Holryod #21)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #74 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 7	1	0.1
Locations:				
Belmont Hills Elementary School (Cohen #116)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 7	1	0.1
Locations:				
Belmont Hills Elementary School (Cohen #116)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	2	0.2
Locations:				
Belmont Hills Elementary School (Cohen #116)	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	0.6
Locations:				
Belmont Hills Elementary	An Elementary	A building in which General		

School (Cohen #116)	School Building	Education programs are operated		
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**Program Position #75 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	4	0.1
Locations:				
Penn Wynne Elementary School (Scheidly #145)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.9
Locations:				
Penn Wynne Elementary School (Scheidly #145)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #76 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	5	1
Locations:				
Penn Wynne Elementary School (Seaman/Trimarelli # 113)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #77 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	7	0.6
Locations:				
Penn Wynne Elementary School (Heitz #248)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.3
Locations:				
Penn Wynne Elementary (Heitz #248)	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	9 to 9	1	0.1
Locations:				
Penn Wynne Elementary (Heitz #248)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #78 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 3, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.36
Locations:				
Penn Wynne Elementary (Quinn #226)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	7	0.64
Locations:				
Penn Wynne Elementary (Quinn #226)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #79 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 8	5	1
Locations:				

Penn Wynne Elementary (Foster #116)	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #80 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**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	3	0.2
Locations:				
Penn Valley Elementary School (Conzelman #162A)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	5	0.8
Locations:				
Penn Valley Elementary School (Conzelman #162A)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #81 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.5
Locations:				
Belmont Hills Elementary (Strickland # 108)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 6	6	0.5
Locations:				
Belmont Hills Elementary (Strickland #108)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #83 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	4	0.5
Locations:				
Belmont Hills Elementary (Baselice #123)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	9	0.5
Locations:				
Belmont Hills Elementary (Baselice #123)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #84 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 17	7	1
Locations:				
Lower Merion High School (Williams #120)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #85 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	7	0.87
Locations:				
Lower Merion High School (Borsch #111)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	19 to 19	1	0.12
Locations:				
Lower Merion High School (Borsch #111)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #86 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	2	0.2
Justification: At any given time, the students in the classroom at the same time fall within age range guidelines.				
Locations:				
Lower Merion High School (Cornely #109/120)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 15	8	0.8
Locations:				
Lower Merion High School (Cornely #109/120)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #87 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	3	0.5
Locations:				
Lower Merion High School (VanHorn # 109)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	3	0.5
Locations:				

Lower Merion High School (VanHorn # 109)	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #88 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	4	0.5
Locations:				
Gladwyne Elementary School (Bingham #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	3	0.4
Locations:				
Gladwyne Elementary School (Bingham #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 5	1	0.1
Locations:				
Gladwyne Elementary School (Bingham #102)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #89 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	8	1
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Welsh Valley Middle School (Scott #D101)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #90 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	2	0.17
Locations:				
Welsh Valley Middle School (Butler #A202)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.75
Locations:				
Welsh Valley Middle School (Butler #A202)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.08
Locations:				
Welsh Valley Middle School (Butler #A202)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #91 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 15	6	0.6
Locations:				
Welsh Valley Middle School (Flocco #G138)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	4	0.4
Locations:				
Welsh Valley Middle School (Flocco #G138)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #92 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 7	3	0.25
Locations:				
Penn Valley Elementary (Wesley # 188)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.75
Locations:				
Penn Valley Elementary (Wesley #188)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #93 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	4	0.25
Locations:				
Penn Valley Elementary (Keely #180)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	4	0.75
Locations:				
Penn Valley Elementary (Keely #180)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #95 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.45
Locations:				
Penn Wynne Elementary (Herbert #121)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	2	0.55
Justification: At any given time, students in the classroom at the same time are within age range guidelines.				
Locations:				
Penn Wynne Elementary (Herbert #121)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #96 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	7	0.47
Locations:				
Penn Valley Elementary School (Roach # 147)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	8	0.53
Locations:				
Penn Valley Elementary School (Roach # 147)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #97 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 13	3	1
Locations:				
Bala Cynwyd Middle School (Wiley #226)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #98 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	6	0.75
Locations:				
Bala Cynwyd Middle School (Clarke #208)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	2	0.25
Locations:				
Bala Cynwyd Middle School (Clarke #217)	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #99 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 17	5	0.63
Locations:				
Harrington High School (Rhodes # 215)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.37
Locations:				

Harriton High School (Rhodes # 215)	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #100 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.64
Locations:				
Welsh Valley Middle School (Crotty #A116)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.27
Locations:				
Welsh Valley Middle School (Crotty #A116)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.09
Locations:				
Welsh Valley Middle School (Crotty #A116)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #101 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.9
Locations:				
Welsh Valley Middle School (Hornung #101A)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.1
Locations:				
Welsh Valley Middle School (Hornung #A101)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #102 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	4	0.5
Locations:				
Gladwyne Elementary (Maron # 100)	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 9	1	0.1
Locations:				
Gladwyne Elementary (Maron # 100)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.3
Locations:				
Gladwyne Elementary (Maron # 100)	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.1
Locations:				
Gladwyne Elementary (Maron # 100)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #103 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.35
Locations:				
Cynwyd Elementary (D'Orazio #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.1
Locations:				
Cynwyd Elementary (D'Orazio #102)	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	7 to 10	5	0.1
Locations:				
Cynwyd Elementary (D'Orazio #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 9	3	0.1
Locations:				
Cynwyd Elementary (D'Orazio #102)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	2	0.35
Locations:				
Cynwyd Elementary School (D'Orazio #162) 102	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #104 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	7	1
Locations:				
Belmont Hills (Cahill #109)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #105 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 5, 2017

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	7	1
Justification: At any given time, the age range of students in the classroom at the same time fall within age requirements.				
Locations:				
Harrington High School (Snyder # 217)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #106 - Proposed Program

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	3	0.45
Locations:				
Bala Cynwyd Middle School (Limbach #217)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.55
Locations:				
Bala Cynwyd Middle School (Limbach #217)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #107 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.13
Locations:				
Merion Elementary (Segal #116A)	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	10	0.87
Locations:				
Merion Elementary (Segal #116A)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #108 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	16	0.4
Locations:				
Welsh Valley Middle School	A Middle School	A building in which General		

(Katzen #D101)	Building	Education programs are operated		
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**Program Position #109 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Explain any unchecked boxes for facilities questions:* Addition of new program due to increased enrollment. Room 211 previously PDE approved.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	2	0.25
Locations:				
Penn Wynne Elementary (Siderio #211)	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	9 to 11	7	0.75
Locations:				
Penn Wynne Elementary (Siderio #211)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #110 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Explain any unchecked boxes for facilities questions:* New AS class due to increased enrollment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	7	1
Locations:				
Merion Elementary School (Vastardis #116B)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #111 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017*Explain any unchecked boxes for facilities questions:* Classroom previously approved by PDE**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	10	1
Locations:				

Lower Merion High School (Rodriguez #120)	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #112 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	10	0.83
Locations:				
Lower Merion High School (Haines #103)	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	1	0.09
Locations:				
Lower Merion High School (Haines #103)	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	1	0.08
Locations:				
Lower Merion High School (Haines #103)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #113 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* September 5, 2017*Explain any unchecked boxes for facilities questions:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	2	0.3
Locations:				
Belmont Hills Elementary School (McMillen #24)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	4	0.7
Locations:				
Belmont Hills Elementary School (McMillen #24)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #114 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: September 5, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	1
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Belmont Hills Elementary School (Troilo #119)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #115 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: September 5, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	9	0.25
Justification: At any given time, the age range of students in the classroom at the same time fall within age requirements.				
Locations:				
Belmont Hills Elementary (Vaccaro #25)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #116 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: September 5, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	8	0.25
Locations:				
Gladwyne Elementary School (Vaccaro #101)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #117 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: September 5, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	9	0.25

Locations:				
Penn Valley Elementary School (Vaccaro #181)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #118 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	4	0.25
Locations:				
Penn Wynne Elementary School (Vaccaro #245)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #119 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	11	0.8
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Harriton High School (Shirk #224)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.2
Locations:				
Harriton High School (Shirk #224)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #120 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* October 3, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	4	0.55
Locations:				
Penn Valley Elementary School (Holmes #181)	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	9 to 11	5	0.45
Locations:				
Penn Valley Elementary School (Holmes #181)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #121 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.8
Locations:				
Welsh Valley Middle School (Chung #E101)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.2
Locations:				
Welsh Valley Middle School (Chung #E101)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #122 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	30	0.6
Justification: At any given time, all students in classroom are within age range.				
Locations:				
Harriton High School (Katzen # 115/117)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #123 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	0.4

Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Merion Elementary School (Arnold #232)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #124 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	18	0.4
Justification: At any given time, the age range of students in the classroom at the same time fall within age guidelines.				
Locations:				
Penn Wynne Elementary School (Karen Arnold #259)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #125 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* November 20, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	11	0.92
Locations:				
Harriton High School (Finn #117)	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 15	1	0.08
Locations:				
Harriton High School (Finn #117)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #126 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	4	0.57

Locations:				
Merion Elementary School (Miller # 113B)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 10	1	0.14
Locations:				
Merion Elementary School (Miller # 113B)	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 10	2	0.29
Locations:				
Merion Elementary School (Miller # 113B)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #127 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* 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	5	1
Locations:				
Belmont Hills Elementary School (Aguiar #120)	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education (Grades 7-9)	Administration	1
Supervisor of Special Education (Grades 4-6)	Administration	1
Supervisor of Special Education (Grades 10-12+)	Administration	1
Supervisor of Clinical Services & Gifted Education	Administration	1
Supervisor of Special Education (Grades K-3 & Early Intervention)	Administration	1
Director of Student Services & Special Education	Administration	1
Senior Director of Policy, Personnel and School Programs	Administration	1
School Counselor	Belmont Hills Elementary School	1
School Counselor	Cynwyd Elementary School	1

School Counselor	Gladwyne Elementary School	1.6
School Counselor	Merion Elementary School	1
School Counselor	Penn Valley Elementary School	1.5
School Counselor	Penn Wynne Elementary School	1.5
School Counselor	Bala Cynwyd Middle School	3.5
School Counselor	Welsh Valley Middle School	3.5
School Counselor	Harriton High School	5.5
School Counselor	Lower Merion High School	6.5
School Psychologist	Bala Cynwyd Middle School	1
School Psychologist	Lower Merion High School	1
School Psychologist	Harriton High School	1
School Psychologist	Belmont Hills Elementary School	1
School Psychologist	Welsh Valley Middle School	1
School Psychologist	Penn Valley Elementary School	1
School Psychologist	Merion Elementary School	1
School Psychologist	Gladwyne Elementary School	1
School Psychologist	Administration / Student Services	2
School Psychologist	Penn Wynne Elementary School	1
Social Worker/HSV	Bala Cynwyd Middle School	0.5
Social Worker/HSV	Welsh Valley Middle School	0.5
Social Worker/HSV	Harriton High School	1
Social Worker/HSV	Lower Merion High School	1
Home & School Visitor/Social Worker	Administration	1
Instructional Aide	Bala Cynwyd Middle School	18
Instructional Aide	Belmont Hills Elementary School	24
Behavior Aide	Belmont Hills Elementary School	3
Instructional Aide	Cynwyd Elementary School	12
Instructional Aide	Gladwyne Elementary School	16

Instructional Aide	Harriton High School	15
Behavior Aide	Penn Valley Elementary School	1
Instructional Aide	Lower Merion High School	19
Behavior Aide	Bala Cynwyd Middle School	1
Behavior Aide	Lower Merion High School	4
Instructional Aide	Merion Elementary School	16
Instructional Aide	Penn Valley Elementary School	22
Instructional Aide	Penn Wynne Elementary School	14
Behavior Aide	Penn Wynne Elementary School	1
Instructional Aide	Welsh Valley Middle School	19
Job Coach	Lower Merion High School	1.5
School Psychologist	Cynwyd Elementary	1
Special Education Coordinator (Grades K-3 & Early Intervention)	Administration	1
Job Coach	Harriton High School	1
Special Education Coordinator (Grades 4-6)	Administration	1
Special Education Coordinator (Grades 7-12+ & Transition)	Administration	1
Special Education Coordinator (Assistive Technology & Speech Language Services)	Administration	1
Supervisor of K-12 Counseling, Testing & Holistic Supports	Administration	1
Supervisor of School Health & Student Safety	Administration	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist (Costello)	Outside Contractor	25 Hours
Occupational Therapist (Ezersky)	Outside Contractor	25 Hours
Occupational Therapist (Ellis)	Outside Contractor	25 Hours
Occupational Therapist (Penzarella)	Outside Contractor	16 Hours
Occupational Therapists (Austills- 7 providers)	Outside Contractor	131 Hours
Reading Specialist (Certified Wilson Trainer)	Outside Contractor	10 Hours
Behavior Specialists (BCBA) - 3 Full time	Intermediate Unit	15 Days
Behavioral Health Counselor	Outside Contractor	2 Hours

# Needs Assessment

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## Record School Patterns

### Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

### Answer:

The Lower Merion School District does not have schools in School Improvement, Corrective Action or Making Progress.

## District Accomplishments

### Accomplishment #1:

Nationally-recognized technology, mathematics and Science Olympiad teams

### Accomplishment #2:

Seven National Blue Ribbon Schools of Excellence

### Accomplishment #3:

Annually ranked among top districts in state for SAT and AP performance

### Accomplishment #4:

Pennsylvania's first district to receive the U.S. Department of Education's Green Ribbon Schools District Sustainability Award

### Accomplishment #5:

Consistently named one of the nation's "Best Communities for Music Education" by the NAMM Foundation

### Accomplishment #6:

National, state, regional and district excellence in baseball, basketball, tennis, soccer, track & field, lacrosse, crew, ultimate frisbee, cross country and wrestling

### Accomplishment #7:

On average, nearly 12% of each graduating class is recognized annually through the National Merit Scholarship Program

**Accomplishment #8:**

All ten LMSD schools designated as "No Place for Hate" schools by the Anti-Defamation League

**Accomplishment #9:**

On average, more than 30,000 student service hours and \$200K raised each year for a variety of causes

**Accomplishment #10:**

Award-winning music and arts programs as well as National and regional recognition for teaching excellence

**District Concerns****Concern #1:**

#1 We will define, measure and report student achievement more broadly.

**Concern #2:**

#2 We will shift to a system where the knowledge students gain in one discipline is applied across multiple ones.

**Concern #3:**

#3 We will transform professional learning by harnessing educators' collective wisdom.

**Concern #4:**

#4 We will adjust our system from heavily prescribed requirements to more self-directed goal setting and learning.

**Concern #5:**

#5 We will implement a systematic approach to engaging community to achieve the desired outcomes of our strategic plan.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

#1 We will define, measure and report student achievement more broadly.

**Systemic Challenge #2** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

#2 We will shift to a system where the knowledge students gain in one discipline is applied across multiple ones.

**Systemic Challenge #3** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

#3 We will transform professional learning by harnessing educators' collective wisdom.

**Systemic Challenge #4** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

#4 We will adjust our system from heavily prescribed requirements to more self-directed goal setting and learning.

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#5 We will implement a systematic approach to engaging community to achieve the desired outcomes of our strategic plan.

**Systemic Challenge #5** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Systemic Challenge #6** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Systemic Challenge #7** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Systemic Challenge #8** (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Systemic Challenge #9** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #10** (*Guiding Question #8*) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

**Systemic Challenge #11** (*Guiding Question #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Systemic Challenge #12** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

DRAFT

# District Level Plan

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## Action Plans

**Goal #1: Redefining Success:** LMSD's definition of success incorporates creativity, critical thinking, love of learning and innovation for each and every child to encourage globally aware and engaged students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth.

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Indicators of Effectiveness:

Type: Annual

Data Source: Protocols to assess development, creativity, and critical thinking; Self-reflection, surveys and exit interviews; Assessment calendar revisions

Specific Targets: Success Indicators:

Standardized testing will be reduced; achievement, equity, access, and opportunity gaps will close; academic performance of students as measured by traditional indicators will remain strong; students will report higher levels of social, emotional and physical well-being and will report feeling empowered to take academic risks; multiple paths to success before and after graduation will be valued and celebrated by students, faculty and the community

### Strategies:

#### *Strategies for Redefining Success*

#### Description:

Lower Merion School District's definition of success incorporates creativity, critical thinking, innovation, and a love of learning for each and every child to encourage globally aware and engaged students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth. We will transform

how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery in areas that extend beyond traditional academic indicators.

### **Why: Shared Vision for Redefining Success**

Standardized testing reduced

Achievement, equity, access and opportunity gaps eliminated

Consistently strong academic performance as measured by traditional indicators

Students report higher levels of social, emotional and physical well-being

Students report feeling empowered to take safe academic risks

Multiple paths to success are valued

### **What: Foundational Shift**

We will transform how we define, measure and report student achievement with a focus on each student's individualized growth and mastery in areas that extend beyond traditional academic indicators.

**Strategy:** Create protocols that measure development (e.g. social, emotional and physical wellness), creativity, critical thinking, love of learning and innovation so that growth is more broadly measured

**Strategy:** Re-examine grading practices so that growth is reported more comprehensively

**Strategy:** Expand use of assessment protocols (e.g. portfolios) so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement (e.g. rubrics) and performance-based measures (e.g. create presentations and complete projects) into curriculum

**Strategy:** Transform graduation requirements and the distribution of courses and experiences

**SAS Alignment:** Instruction

### ***Implementation Steps:***

#### *Implementation Steps for Redefining Success*

**Description:****How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Redefining Success

**Goal #2:** Transformative Curriculum: LMSD's transformative interdisciplinary curriculum is student-driven and fosters innovation and positive risk-taking. It is inquiry-based and encompasses diverse perspectives, promotes global awareness and makes use of culturally responsive teaching and learning practices. Every student learns from the connections across subject areas.

**Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Systems for schedule and curriculum reviews; Classroom environment and instruction domain growth; Student self-reflection, surveys and exit interviews

Specific Targets: Success Indicators:

A revised and expanded curriculum that is vertically and horizontally aligned and a schedule that supports this; expanded curricular experiences outside of the school day; students with well-developed skills; excellent global awareness and cultural competency for each student; strong teamwork and complex problem-solving skills for each student; students are able to transfer knowledge to novel situations

### **Strategies:**

#### *Strategies for Transformative Curriculum*

##### **Description:**

Lower Merion School District offers a transformative interdisciplinary curriculum that is student-driven and fosters innovation and positive risk-taking. It transcends Standards, is inquiry-based, and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness, and makes use of culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. Subject material is relevant to the world our children will enter in college and as adults. Innovation is the rule and not the exception.

##### **Why: Shared Vision for Transformative Curriculum**

Expanded curricular experiences outside of the school day

Students with well-developed skills that transfer to multiple and novel situations

Students with excellent global awareness and cultural competency  
Students with strong teamwork and complex problem-solving skills

Revised and expanded curriculum that is vertically and horizontally-aligned and schedules to supports this

### **What: Foundational Shift**

We will shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls or buildings.

**Strategy:** Flexible, fluid scheduling and calendar

**Strategy:** Expand curricular experiences outside of the school day

**Strategy:** Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others

**Strategy:** Infuse literacy, science, technology, engineering, arts and math across the curriculum in all grade levels

**Strategy:** Apply a social justice lens to themes in the curriculum

**Strategy:** Embed culturally-proficient teaching practices

**Strategy:** Create incremental service learning opportunities for students leading to a year-long capstone project

**Strategy:** Create opportunities for all LMSD students to engage in learning with international students

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

### ***Implementation Steps:***

#### ***Implementation Steps for Transformative Curriculum***

**Description:**

**How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Transformative Curriculum

### *Teaching Diverse Learners In An Inclusive Setting*

**Description:**

Professional developmental for all teachers to build capacity for differentiating curriculum and instruction in ways that specifically address the needs of gifted and high-ability students.

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Transformative Curriculum

**Goal #3: Commitment to Professional Learning:** LMMSD values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth through collaborative professional learning opportunities rooted in self-reflection and inquiry. We commit to providing staff with time and resources in order to engage, innovate and explore.

**Related Challenges:**

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Professional learning calendar; Learning opportunities provided; Professional Learning Community (PLC) rubrics; Educator satisfaction surveys

Specific Targets: Success Indicators:

Strong professional growth results; High educator engagement and trust; High student achievement and well-being data

**Strategies:**

*Strategies for Commitment to Professional Learning*

**Description:**

Lower Merion School District is a community that values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth and development through collaborative professional learning opportunities rooted in self-reflection and inquiry. We believe in providing resources to staff that encourage a culture of engagement, innovation, and exploration.

**Why: Shared Vision for Professional Learning**

Results-oriented professional growth

High educator engagement and trust

High student achievement and well-being data

**What: Foundational Shift**

We will transform our approach to professional learning from a top-down model to one that honors and harnesses our educators' collective wisdom. We will provide venues across disciplines and buildings for professionals to collaborate, explore and innovate in order to sustain their continual growth and support the intended outcomes of this plan.

**Strategy:** Develop a coordinated professional learning plan that includes more collaboration (e.g. to reflect, to inquire, to research, to implement, to evaluate, to determine implications for future practice) and is more educator-directed

**Strategy:** Embed professional learning opportunities during the school day

**Strategy:** Build the capacity of educator-leaders

**Strategy:** Revise the professional learning calendar and its scheduling

**Strategy:** Provide opportunities for educators and parents and guardians to learn together to ensure positive outcomes for each student

**SAS Alignment:** Curriculum Framework, Standards, Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

*Implementation Steps for Commitment to Professional Learning*

**Description:**

**How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Commitment to Professional Learning

### *Language and Literacy Acquisition*

**Description:**

***English Language Development Professional Development:***

***Multicultural Education -***

- Students' cultural, economic, and linguistic backgrounds can affect how they learn.
- Content area and ESL teachers need to navigate the complexities involved with teaching students from different cultures and backgrounds by understanding how to lower affective filters to enhance learning.
- Best practices to help support academic success for English Learners.

***Can-Do Meetings -***

- Provide classroom teachers with assessment data to identify the skills that specific ELs are capable of doing at their individual proficiency level.
- Teachers will be provided with accommodations and information regarding techniques to build language acquisition and support the child in all academic areas.

***Co-Teaching English Language Development -***

- Determine how specific collaborative and co-teaching practices can offer effective support for inclusive practices to accommodate the needs of diverse learners, help all students meet national and state learning standards, and enhance collaboration among their teachers.

- Identify, describe, and evaluate several co-teaching models; view and analyze video clips of co-teaching in authentic and realistic situations.
- Compare the advantages and challenges of each of these collaborative arrangements in the K-12 context
- Select, adapt, and combine collaborative arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various co-teaching models

### ***Special Education Referrals for English Learners***

- Accurately identifying English Learners with disabilities.
- How to have close collaboration between the general and special education programs that serve ELs.
- Monitoring language and literacy development of ELs experiencing language and literacy-related difficulties within and across grades;
- early intervention for students experiencing learning difficulties;
- \*making appropriate special education referral decisions.
- When students are referred for evaluation the special education processes should be adapted to:
  - limit bias in assessment
  - make appropriate eligibility determinations:
  - ensure that special and general education services simultaneously address students' language and disability related needs.

**Start Date:** 1/2/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Commitment to Professional Learning

**Goal #4:** Student-Driven Schools: LMSD students navigate their learning in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving

their goals. We nurture and celebrate students' individual strengths and help them to develop competencies that ensure their success beyond LMSD.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Protocols measuring students' self-reflection, self-confidence, resilience and progress toward personal goals; Student surveys and exit interviews

Specific Targets: Success Indicators:

Strong student self-reflection, self-confidence, and resilience; Strong student satisfaction and outcomes; Variety of valued and celebrated student post-graduate pathways (e.g. college, work and travel)

**Strategies:**

*Strategies for Student-Driven Schools*

**Description:**

Lower Merion School District students engage in navigating their own learning and growth in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate the individual strengths of our students and help them to develop competencies that ensure their success beyond the LMSD experience.

**Why: Shared Vision for Student-Driven Schools**

Students with self-confidence and resilience

Students who are reflective

Strong student satisfaction and outcomes

Variety of valued and celebrated student post-graduate pathways

**What: Foundational Shift**

We will adjust our system from one characterized by heavily-prescribed requirements to one that affords more self-directed goal setting and learning.

**Strategy:** Foster a growth mindset at every level

**Strategy:** Develop a protocol for student goal-setting and self-reflection

**Strategy:** Provide students with developmentally-appropriate opportunities to pursue differentiated areas of interest within a framework of a given lesson or subject

**Strategy:** Provide opportunities for more student voices to be heard across the District and in the classroom

**Strategy:** Expand enrichment opportunities for students to pursue curricular interests

**Strategy:** Create schedules that increase opportunities for students to be flexibly grouped

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

*Implementation Steps for Student-Driven Schools*

**Description:**

**How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Student-Driven Schools

**Goal #5:** Spirit of Community: LMSD takes pride in being a central part of the community. We value our community members' diverse, dynamic talents and their enduring support for public education. We honor this spirit through consistent outreach and the creation of meaningful relationships to promote authentic learning, ongoing service and engagement.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Community surveys; Communications audit; Communication protocols; System to measure Return On Investment (ROI) for business development initiatives

Specific Targets: Success Indicators:

All students have meaningful internship, service or community exploration experience; community highly values LMSD schools; High alumni engagement (e.g. giving, social media participation, and volunteerism); new revenues from

alumni fund and new business partnerships aligned to District's mission; growth of alumni network; Increase in revenue; increase in partnerships aligned to District's mission.

## **Strategies:**

### *Strategies for Spirit of Community*

#### **Description:**

Lower Merion School District takes pride in being a central part of the community. We value the diverse, dynamic talents of every member of our community and their enduring support for public education. We honor this spirit through consistent outreach and the creation of meaningful relationships to promote experiential learning, ongoing service, and engagement that will strengthen and support the student experience during the LMSD years and beyond.

#### **Why: Shared Vision for Spirit of Community**

Students have meaningful internship, service or community exploration experience

Community highly values LMSD schools

Partnerships aligned to District's mission increase

Growth of alumni network and high alumni engagement (e.g. giving, social media participation, volunteerism)

New revenue generated from alumni fund and business partnerships aligned to District's mission

#### **What: Foundational Shift**

We will transform our approach to community outreach from one that is less coordinated to one that strategically leverages and maximizes community resources to strengthen our schools.

**Strategy:** Create a strategic alumni development program (student, parent, teacher, and administrator) to maintain and maximize life-long connections

**Strategy:** Create on-going revenue producing learning opportunities and experiences for graduates, parents, and family members

**Strategy:** Launch business-development role to explore alternate revenue streams for District and identify and maximize strategic partnerships

**Strategy:** Build reciprocal school-community partnerships that maximize and value the resources of our diverse community

**Strategy:** Audit our current communication practices and identify opportunities to strengthen practices moving forward

**Strategy:** Create opportunities for students, families and community members to successfully transition into our schools

**Strategy:** Engage a broader audience for District events and activities

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools, Standards, Assessment, Curriculum Framework, Instruction

### ***Implementation Steps:***

#### *Implementation Steps for Spirit of Community*

##### **Description:**

##### **How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

**Start Date:** 9/4/2017    **End Date:** 6/30/2022

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Strategies for Spirit of Community

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# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<p><b>Redefining Success: LMSD’s definition of success incorporates creativity, critical thinking, love of learning and innovation for each and every child to encourage globally aware and engaged students. We reach far beyond standardized test scores, embracing and celebrating the many ways in which students demonstrate individual growth.</b></p>	<p><b>Strategy #1: Strategies for Redefining Success</b></p>
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Start	End	Title	Description
			<p><b>How: Strategy Implementation Cycle (a process)</b></p> <p><b>Phase 1-</b> Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)</p> <p><b>Phase 2-</b> Study bright spots; analyze research in order to propose prototypes; determine professional learning needs</p>
9/4/2017	6/30/2022	Implementation Steps for Redefining Success	<p><b>Phase 3-</b> Replicate bright spots in different settings; carry out prototypes; engage in professional learning</p> <p><b>Phase 4-</b> Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning</p> <p><b>Phase 5-</b> Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity</p>

<b>Person Responsible</b> Superintendent and Superintendent designees	<b>SH</b> 7.0	<b>S</b> 9	<b>EP</b> 756	<b>Provider</b> Lower Merion School District	<b>Type</b> School Entity	<b>App.</b> Yes
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**Knowledge**

- Deepen educator’s content, skill, and process knowledge
- Expand educators' use of instructional strategies to engage and motivate all students
- Expand educators’ application of assessment practices to analyze and use data to inform decision-making

**Supportive Research**

- Professional Learning Community collaboration
- Cultural proficiency and culturally responsive instructional practices
- Differentiated instruction
- Inquiry-based learning
- Framework for Teaching

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills

needed to analyze and use data in instructional decision-making.  
Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
Provides leaders with the ability to access and use appropriate data to inform decision-making.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
Instructs the leader in managing resources for effective results.

**Training Format**

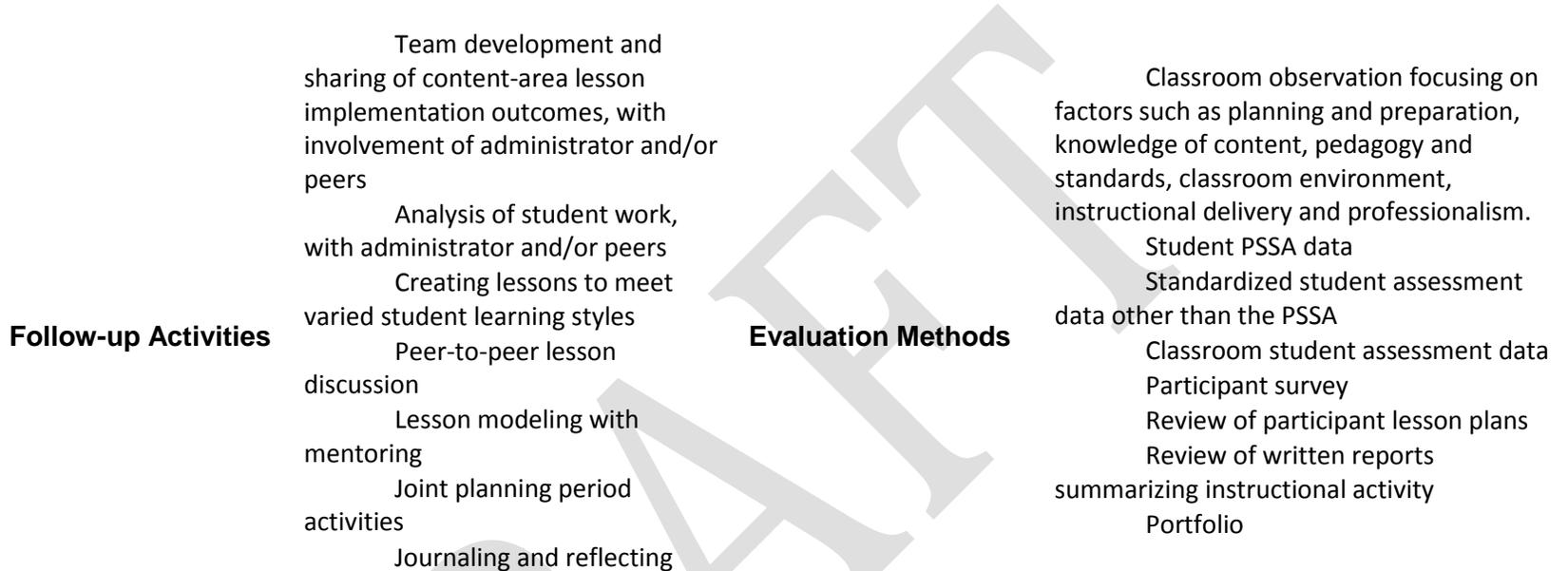
LEA Whole Group Presentation  
Series of Workshops  
School Whole Group Presentation  
Department Focused Presentation  
Professional Learning Communities

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
Supt / Asst Supts / CEO / Ex Dir  
School counselors  
Paraprofessional  
New Staff  
Other educational specialists  
Related Service Personnel

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)



**LEA Goals Addressed:** Transformative Curriculum: LMSD's transformative interdisciplinary curriculum is student-driven and fosters innovation and positive risk-taking. It is inquiry-based and encompasses diverse perspectives, promotes global awareness and makes use of culturally responsive teaching and learning practices. Every student learns from the connections across subject areas.

**Strategy #1: Strategies for Transformative Curriculum**

Start	End	Title	Description
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**How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

9/4/2017    6/30/2022    Implementation Steps for Transformative Curriculum

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent and Leadership Team	7.0	9	756	Lower Merion School District	School Entity	Yes

**Knowledge**

- Deepen educator’s content, skill, and process knowledge
- Expand educators' use of instructional strategies to engage and motivate all students
- Expand educators’ application of assessment practices to analyze and use data to inform decision-

making

**Supportive Research**

- Professional Learning Community collaboration
- Cultural proficiency and culturally responsive instructional practices
- Differentiated instruction
- Inquiry-based learning
- Framework for Teaching

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities

**Participant Roles**

Dir

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Asst Supts / CEO / Ex  
 School counselors  
 Paraprofessional  
 New Staff  
 Other educational  
 specialists  
 Related Service Personnel

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

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  
 Creating lessons to meet

**Evaluation Methods**

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  
 Standardized student assessment data other than the PSSA

varied student learning styles  
 Peer-to-peer lesson  
 discussion  
 Lesson modeling with  
 mentoring  
 Joint planning period  
 activities  
 Journaling and reflecting

Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans  
 Review of written reports  
 summarizing instructional activity  
 Portfolio

**LEA Goals Addressed:** **Transformative Curriculum: LMSD's transformative interdisciplinary curriculum is student-driven and fosters innovation and positive risk-taking. It is inquiry-based and encompasses diverse perspectives, promotes global awareness and makes use of culturally responsive teaching and learning practices. Every student learns from the connections across subject areas.**

**Strategy #1: Strategies for Transformative Curriculum**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/4/2017	6/30/2022	Teaching Diverse Learners In An Inclusive Setting	Professional developmental for all teachers to build capacity for differentiating curriculum and instruction in ways that specifically address the needs of gifted and high-ability students.	Curriculum and Special Education Supervisors	3.0	4	800	School District	IU	No

**Knowledge** Skills/strategies for differentiating for all staff related to differentiating curriculum and instruction in ways that specifically address the needs of gifted and high-ability students. Curriculum compacting, tiered assignments,

learning extension menus, models for independent study, and strategies for adding depth and complexity to the core curriculum.

**Supportive Research**

Skills and strategies for teachers to recognize the learning differences and cognitive/affective characteristics of gifted and talented students, including those from diverse cultural and linguistic backgrounds, and identify their related academic and social-emotional needs; design appropriate learning and performance modifications for gifted learners that enhance creativity, acceleration, depth and complexity in academic subject matter; and select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted learners.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Instructs the leader in managing resources for effective results.

Series of Workshops

**Training Format**

**Participant Roles**

Classroom teachers  
School counselors  
New Staff  
Other educational

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)

specialists

High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
 Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Participant survey

**LEA Goals Addressed:**

**Commitment to Professional Learning: LMSD values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth through collaborative professional learning opportunities rooted in self-reflection and inquiry. We commit to providing staff with time and resources in order to engage, innovate and explore.**

**Strategy #1: Strategies for Commitment to Professional Learning**

Start	End	Title	Description
9/4/2017	6/30/2022	Implementation Steps for Commitment to Professional Learning	<p><b>How: Strategy Implementation Cycle (a process)</b></p> <p><b>Phase 1-</b> Identify bright spots; conduct research (e.g. ask questions, read, dialogue and identify learning journeys)</p>

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

<b>Person Responsible</b> Superintendent and Leadership Team	<b>SH</b> 7.0	<b>S</b> 9	<b>EP</b> 756	<b>Provider</b> Lower Merion School District	<b>Type</b> School Entity	<b>App.</b> Yes
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**Knowledge**

- Deepen educator’s content, skill, and process knowledge
- Expand educators' use of instructional strategies to engage and motivate all students
- Expand educators’ application of assessment practices to analyze and use data to inform decision-making

**Supportive Research**

- Professional Learning Community collaboration
- Cultural proficiency and culturally responsive instructional practices
- Differentiated instruction

- Inquiry-based learning
- Framework for Teaching

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation

Series of Workshops

School Whole Group Presentation

Department Focused Presentation

Professional Learning Communities

<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir</p> <p>School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>	<p><b>Grade Levels</b></p> <p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<p><b>Evaluation Methods</b></p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

**LEA Goals Addressed:** **Commitment to Professional Learning: LMSD values educators and the critical role they play in ensuring our students' success. We trust our professionals and seek to support their perpetual growth through collaborative professional learning opportunities rooted in self-reflection and inquiry. We commit to providing staff with time and resources in order to engage, innovate and explore.**

**Strategy #1: Strategies for Commitment to Professional Learning**

Start	End	Title	Description
1/2/2018	6/30/2021	Language and Literacy Acquisition	<p><i>English Language Development Professional Development:</i></p> <p><i>Multicultural Education -</i></p> <ul style="list-style-type: none"> <li>• Students' cultural, economic, and linguistic backgrounds can affect how they learn.</li> <li>• Content area and ESL teachers need to navigate the complexities involved with teaching students from different cultures and backgrounds by understanding how to lower affective filters to enhance learning.</li> <li>• Best practices to help support academic success for English Learners.</li> </ul> <p><i>Can-Do Meetings -</i></p> <ul style="list-style-type: none"> <li>• Provide classroom teachers with assessment data to identify the skills that specific ELs are capable of doing at their individual proficiency level.</li> <li>• Teachers will be provided with accommodations and information regarding techniques to build language acquisition and support the child in all</li> </ul>

academic areas.

### ***Co-Teaching English Language Development -***

- Determine how specific collaborative and co-teaching practices can offer effective support for inclusive practices to accommodate the needs of diverse learners, help all students meet national and state learning standards, and enhance collaboration among their teachers.
- Identify, describe, and evaluate several co-teaching models; view and analyze video clips of co-teaching in authentic and realistic situations.
- Compare the advantages and challenges of each of these collaborative arrangements in the K-12 context
- Select, adapt, and combine collaborative arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various co-teaching models

### ***Special Education Referrals for English Learners***

- Accurately identifying English Learners with disabilities.
- How to have close collaboration between the general and special education programs that serve ELs.
- Monitoring language and literacy development of ELs experiencing language and literacy-related difficulties within and across grades;
  - early intervention for students experiencing learning difficulties;

- \*making appropriate special education referral decisions.
- When students are referred for evaluation the special education processes should be adapted to:
  - limit bias in assessment
  - make appropriate eligibility determinations:
  - ensure that special and general education services simultaneously address students' language and disability related needs.

Person Responsible	SH	S	EP	Provider	Type	App.
ELD Department, Dr. Andrea Honigsfeld (Molloy College), Dr. Alba Ortiz (MCIU)	1	2	20	ELD Department, Dr. Andrea Honigsfeld, Dr. Alba Ortiz	School Entity	Yes

**Knowledge**

- Students’ cultural, economic, and linguistic backgrounds can affect how they learn.
- Content area and ESL teachers need to navigate the complexities involved with teaching students from different cultures and backgrounds by understanding how to lower affective filters to enhance learning.
- Best practices to help support academic success for English Learners.
- Provide classroom teachers with assessment data to identify the skills that specific ELs are capable of

doing at their individual proficiency level.

- Teachers will be provided with accommodations and information regarding techniques to build language acquisition and support the child in all academic areas.
- Determine how specific collaborative and co-teaching practices can offer effective support for inclusive practices to accommodate the needs of diverse learners, help all students meet national and state learning standards, and enhance collaboration among their teachers.
- Identify, describe, and evaluate several co-teaching models; view and analyze video clips of co-teaching in authentic and realistic situations.
- Compare the advantages and challenges of each of these collaborative arrangements in the K-12 context
- Select, adapt, and combine collaborative arrangements presented that would be feasible for their own teaching situation including identifying specific types of classroom practices that work best in combination with various co-teaching models
- Increases the educators' teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides the knowledge and skill to think and plan strategically, ensuring that assessments, curriculum, instruction, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's Academic Standards.
- Department focused presentation for new staff
- Increases the educators' teaching skills based on research on effective practice, with attention given to

**Supportive  
Research**

interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Standardized student assessment data other than PSSA.
- Increases the educators’ teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides the knowledge and skill to think and plan strategically, ensuring that assessments, curriculum, instruction, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s Academic Standards.
- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrators and/or peers.
- Provides the knowledge and skill to think and plan strategically, ensuring that assessments, curriculum, instruction, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s Academic Standards.
- Review of written reports summarizing instructional activity.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 Department Focused Presentation  
 Professional Learning Communities

**Participant Roles**

Dir

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Asst Supts / CEO / Ex

School counselors  
 Paraprofessional  
 Classified Personnel  
 New Staff  
 Other educational specialists  
 Related Service Personnel

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

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

Creating lessons to meet varied student learning styles  
Peer-to-peer lesson discussion

Lesson modeling with mentoring

**Evaluation Methods**

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

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of written reports summarizing instructional activity

**LEA Goals Addressed:**

**Student-Driven Schools: LMSD students navigate their learning in close partnership with our professionals. We create an environment where students value self-reflection and inquiry and play a central role in identifying their passions and achieving their goals. We nurture and celebrate students' individual strengths and help them to develop competencies that ensure their success beyond LMSD.**

**Strategy #1: Strategies for Student-Driven Schools**

**Start**

**End**

**Title**

**Description**

9/4/2017

6/30/2022

Implementation Steps for Student-Driven Schools

**How: Strategy Implementation Cycle (a process)**

**Phase 1-** Identify bright spots; conduct research (e.g. ask questions, read, dialogue

and identify learning journeys)

**Phase 2-** Study bright spots; analyze research in order to propose prototypes; determine professional learning needs

**Phase 3-** Replicate bright spots in different settings; carry out prototypes; engage in professional learning

**Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots and prototypes; engage in professional learning

**Phase 5-** Expand bright spots and prototypes into broader use; follow-up and expand professional learning to build capacity

<b>Person Responsible</b> Superintendent and Superintendent designees	<b>SH</b> 7.0	<b>S</b> 9	<b>EP</b> 756	<b>Provider</b> Lower Merion School District	<b>Type</b> School Entity	<b>App.</b> Yes
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**Knowledge**

- Deepen educator’s content, skill, and process knowledge
- Expand educators' use of instructional strategies to engage and motivate all students
- Expand educators’ application of assessment practices to analyze and use data to inform decision-making

**Supportive Research**

- Professional Learning Community collaboration
- Cultural proficiency and culturally responsive instructional practices

- Differentiated instruction
- Inquiry-based learning
- Framework for Teaching

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
  - Series of Workshops
  - School Whole Group Presentation
  - Department Focused Presentation
-

Professional Learning Communities

<b>Participant Roles</b>	<p>Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir</p> <p>School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</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 peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p>

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# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# 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).

**Affirmed by Melissa Gilbert on 4/27/2018**

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*Board President*

**Affirmed by Robert Copeland on 4/27/2018**

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*Superintendent/Chief Executive Officer*

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