Lower Merion SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

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

Planning Committee

Name	Role
Kimberly Fraser	Administrator : Professional Education Special Education
Gwen Nartowicz	Administrator : Professional Education Special Education
Melissa Sinapi-Gibson	Administrator : Special Education
JoAnn Perrotti	Bucks County Intermediate Unit External Facilitator : Professional Education Special Education
Shannon Bassett	Ed Specialist - Other : Special Education
Elizabeth Serpentine	Ed Specialist - Other : Special Education
Gina Virkler	Ed Specialist - Other : Special Education
Amanda Holroyd	Elementary School Teacher - Special Education : Special Education
Heather Van Horn	High School Teacher - Special Education : Special Education
Andy Thomas	Middle School Teacher - Regular Education : Special Education
Karin Fox	Parent : Special Education
Lauren Higgins	Parent : Special Education

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Core Foundations

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.

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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 specificed 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.

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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

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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.

<u>District Procedures</u>

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.

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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,

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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

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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.

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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 a 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 a 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

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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

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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.

<u>INTERVENTION RATIONALE</u>

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

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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

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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.

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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,

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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 any one 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

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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 a 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

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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

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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/deescalation/ 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.

<u>NOTE:</u> 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

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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.

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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

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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

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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 our students on the Autism Spectrum. Each year our 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 our 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 our 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 our 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. We have 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 our 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

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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 our 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 our 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 students 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

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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.

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Assurances

Special Education Assurances

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

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

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

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Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change in age, caseload and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed: Deleted #338 (Previously PDE approved), Support level and type, Age range, caseload, and FTE.

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

Operator: School District

PROGRAM DETAILS

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Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed: Age range, Caseload, FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Change in caseload and age range.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Change in age range and caseload.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: September 5, 2017
Reason for the proposed change: Changed to Room 338 (already approved by PDE), Support type, age range, caseload and FTE.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Added new segment and in Change in FTE, age range and caseload.

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
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Added new segment and Change in age range, FTE and caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	17	0.89

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room 101 (already approved by PDE), Support type, Age Range, and Caseload.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change in age range, Caseload, FTE.

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 Schoool (Achuff #337)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

DRAFT

Implementation Date: September 5, 2017
Reason for the proposed change: Changed to classroom #201 (already approved by PDE), caseload, age range, and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed age range and caseload.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Deleted segment. Changed FTE, age range, and caseload.

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:				

DRAFT

Harriton High School (Donato #115)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed classroom to #201 (already approved by PDE), Age range, caseload and FTE.

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
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

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Classroom to #201 (already approved by PDE), Age range, caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

DRAFT

Implementation Date: September 5, 2017
Reason for the proposed change: Changed Classroom to #302 (New room), Caseload, Age range and FTE.

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:				
Harrition High School. (Foley #302)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Classroom to #317 (already approved by PDE), Age Range, Caseload, FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Change in FTE, case load and age range

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	13	0.87
Locations:				

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, and FTE and added segment

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2017

Reason for the proposed change: Changed FTE, caseload and deleted segment

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

Operator: School District

PROGRAM DETAILS

Type: Position

DRAFT

Implementation Date: September 5, 2017
Reason for the proposed change: Changed age range, Caseload, FTE and added a Segment.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Classroom to #228 (already approved by PDE), Support level, Support type, Age range, Caseload, FTE and deleted Segment.

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		

DRAFT

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change in Age range, caseload and FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room #125 (new room), teacher, Caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, Caseload, and FTE

DRAFT

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		

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Room to # 120 (already approved by PDE), Caseload and FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to room #209b (already approved by PDE), Caseload, FTE, added new segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	0.88
Locations:				

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Change Teacher, Room to #112 (already approved by PDE), age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, FTE and added new segment

PROGRAM SEGMENTS

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

DRAFT

	Support			
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range,Caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher, Support type and level, age range, Caseload and FTE. Added new Segments

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 (Levin #E103)	A Middle School Building	A building in which General Education programs are operated		

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, Caseload, FTE,

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher, Support level and type, Age Range, Caseload, FTE

PROGRAM SEGMENTS

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, support level, FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, Caseload, FTE, and added new segments

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Caseload, FTE, and added segment.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, Caseload, FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.4

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed caseload, FTE, and deleted segment.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age and Caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and	14 to 21	54	1

DRAFT

	Language Support			
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, and Caseload.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Room to 308 (new Room) and Caseload.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Room to #23 (new room), Caseload, and FTE

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

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: October 3, 2016

Reason for the proposed change: Changed Room to #119 (already approved by PDE) and caseload

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

Operator: School District

PROGRAM DETAILS

Type: Position

DRAFT

Implementation Date: September 5, 2017
Reason for the proposed change: Changed teacher, and Caseload.

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 Elememtary School (Overmier #105)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Change in age range and caseload

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 School (Gambone #206)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: October 20, 2017
Reason for the proposed change: Changed Teacher

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Change in Age Range and caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change in Age Range, Caseload and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: change in caseload

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 reuqired age range.				
Locations:				
Gladwyne Elementary School (Ferguson #131)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed teacher, age range, caseload, FTE, and added segment

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.				

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher and Caseload

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed caseload.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher, Age Range, Caseload and FTE.

PROGRAM SEGMENTS

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE and Added segments.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher, Age range, caseload, FTE, and added Segments.

PROGRAM SEGMENTS

DRAFT

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
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE, and added segment.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Classroom to #209 (already PDE approved), Age range, caseload, FTE, and added segment.

PROGRAM SEGMENTS

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload, and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, and FTE

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

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room #113A (new Room), age range, caseload, FTE, and deleted segment.

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE, and added segment and room #100 (new room).

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%	Autistic Support	6 to 7	2	0.4

DRAFT

but More Than 20%)				
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
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed teacher, Service type, Support level, age range, caseload, and FTE.

PROGRAM SEGMENTS

DRAFT

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
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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: changed Age range, caseload, FTE, and deleted segment

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		

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed teacher and caseload.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed teacher, Age range, caseload, and FTE and added new Segments

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

DRAFT

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% but More Than 20%)	Learning Support	6 to 9	5	0.52
Locations:				
Penn Valley Elementary School (Moultrie # 118)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, Caseload, and FTE and added segment

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room #21(Already approved by PDE), Age range, caseload, FTE, and added new segment.

PROGRAM SEGMENTS

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload, FTE, and added new segment.

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 School (Cohen #116)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Change age range, caseload, and FTE and deleted segment and added teacher

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

Operator: School District

DRAFT

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: October 3, 2016

Reason for the proposed change: Changed age range, caseload, FTE, and deleted segment.

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

Operator: School District

PROGRAM DETAILS

Type: Position

DRAFT

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, and caseload.

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		

Program Position #80

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed caseload nd FTE

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Rom to #108 (already approved by PDE), age range, caseload, and FTE.

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:				

DRAFT

Belmont Hills Elementary (Strickland #108)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #83

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Change Room to #123 (already approved by PDE), age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range and FTE and deleted segment

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, FTE

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	A Senior High	A building in which General		

DRAFT

(Borsch #111)	School Building	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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age Range, Caseload, FTE, and added new Room #120 (already approved by PDE)

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload and FTE and added new segment.

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:				

DRAFT

Lower Merion High School (VanHorn # 109)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, Caseload, FTE, and added segments.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, Caseload, FTE, deleted segment.

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 classrom 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

Operator: School District

PROGRAM DETAILS

DRAFT

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: changed Age range, Caseload, FTE, and added segment.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

DRAFT

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Age range, Caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed age range, caseload, and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Support Type, Age range, caseload, and FTE

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		

DRAFT

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 withing 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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room # 147 (new Room), Age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Support level and type, age range, caseload, FTE and deleted segment

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

DRAFT

Implementation Date: September 5, 2017
Reason for the proposed change: Changed to Room #208 (new Room), Age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Age range, caseload, FTE, and added segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 17	5	0.63
Locations:				
Harriton 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		

Program Position #100

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed teacher, age range, caseload, and FTE, and added segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.64

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Teacher, age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed support type, Age range, Caseload, and FTE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	4	0.5
Locations:				

DRAFT

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed teacher, service type and level, age range, caseload, and FTE and added new segment

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		

DRAFT

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:				
Cywnyd Elementary School D'Orazio #162) 102	An Elementary School Building	A building in which General Education programs are operated		

Program Position #104

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

Reason for the proposed change: Changed to Room # 109 (already approved by PDE), age range, and caseload

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, Caseload, and FTE and deleted segment

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:				
Harriton High School (Snyder # 217)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106

Operator: School District

PROGRAM DETAILS

DRAFT

Type: ClassandPosition
Implementation Date: September 5, 2017
Reason for the proposed change: Changed to Room #217 (already approved by PDE), age range, and caseload

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed Age range, caseload, and FTE

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

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 5, 2017
Reason for the proposed change: Changed age range, caseload, and FTE.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	16	0.4

DRAFT

Locations:				
Welsh Valley Middle School (Katzen #D101)	A Middle School Building	A building in which General Education programs are operated		

Program Position #109

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed Age range, caseload, and FTE.

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload, and FTE and deleted segment

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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload, and FTE

PROGRAM SEGMENTS

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

DRAFT

Lower Merion High School (Rodriquez #120)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: Changed age range, caseload, FTE and added segments

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

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		

DRAFT

Program Position #114

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

DRAFT

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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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 classrom 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

Operator: School District

PROGRAM DETAILS

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		

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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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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 classrom 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

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

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

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	Support			
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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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

Operator: School District

PROGRAM DETAILS

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

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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

Operator: School District

PROGRAM DETAILS

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

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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	Harrition 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 Schoiol	18
Instructional Aide	Bemont 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

District Level Plan

Special Education Personnel Development

Autism

Description	The District is committed to ensuring professional development to best support the needs of our students receiving Autism Supports and Services. At the elementary level, the District will expand upon training offered under the previous Special Education Plan by emphasizing social skills and sensory support for general education staff. At the secondary level, the District will provide an overview of Autism and the unique educational needs of students identified in need of Autism Supports and Services. This training will include strategies for behavioral supports. The District will provide direct training to appropriate special education staff in the area of social skills instruction. An emphasis will be placed on evidence-based interventions and instructional resources. Opportunities for exceptional professional development are provided through both PaTTAN and the Montgomery County Intermediate Unit for both professional and support staff. The District intends to participate in trainings offered to support continued development of Autism Supports and services. Goal-Setting and Progress Monitoring for Reliable and Valid Data-Based Decision Making; Effective Inclusion Strategies for Students with Disabilities; Supporting Students with High Functioning Autism in General Education Classroom; Using the Principles of Applied Behavioral Analysis to Educate Students with Autism in Inclusive Settings; and Training in the Competent Learner Model are examples of available training offerings for consideration.
Person Responsible	Special Education Supervisors
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	4
# of Participants Per Session	500
Provider	LMSD

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Provider Type	IU, PaTTAN, District Presenters
PDE Approved	Yes
Knowledge Gain	Ability of staff to work with all students, including students diagnosed with autism, to achieve optimal learning outcomes.
Research & Best Practices Base	Research regarding best practices and research/evidence-based practices by presenters.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals 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	Journaling and reflecting

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	peer collaboration
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

Behavior Support

Description	The District takes a child-centered protective approach to behavioral support and will continue to provide exceptional professional development in this area. Restorative Practices and Responsive Classroom are two examples of current practices being implemented to support positive behaviors of all students. The District is 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 training and collaboration centers around student needs and evidence-based interventions and supports, and instructional resources. Special education staff who support students in need of emotional supports participate in this professional development. The District's emotional supports and services continue to expand as needs in the area of mental health continue to rise. Extensive training will continue to be provided to Student Services staff in the area of mental health, risk assessments, suicide prevention. Act 71 (June 2014) specifically requires school entities to provide ongoing professional development in youth suicide awareness and prevention for professional educators in building serving students in grades 6-12. Our commitment to all students in the area of behavioral and emotional supports is evidenced by our commitment for all staff K-12 to receive training in this area. Training for all staff will be provided in suicide awareness and prevention. Collaboration with community partners further enhances training provided. Training provided under this plan will also address executive functions, including self-regulation. The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation. All staff will receive direct training in the area of executive functioning. The District will continue to provide extensive training to support behavioral needs of students through both Crisis Prevention and Intervention Nonviolent

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	Crisis Intervention Program (CPI) and Safety Care trainings. This training is provided annually to all necessary staff (teachers, related service providers, behavior support specialists, instructional assistants, behavior aides, bus aides, nurses, 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. 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).
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	120
Provider	School District
Provider Type	IU, PaTTAN, District Presenters
PDE Approved	No
Knowledge Gain	Staff will expand their knowledge of how to use data to inform behavioral interventions, continue their implementation of positive behavior supports, and increase their knowledge of de-escalation strategies.
Research & Best Practices Base	Training provided is based in research and best practices as aligned with requirements set forth by PDE.
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

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	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 or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. 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 Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	• Joint planning period activities

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	• Journaling and reflecting • Data collection regarding students' behavior patterns, use of data in implementing multi-tiered supports for students
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

Paraprofessional

Description	The state of Pennsylvania requires that all special education paraprofessional staff (instructional assistants, behavior aides, and job coaches) complete 20 hours of professional development related to special education. These twenty hours can be completed during the school day or outside of the school day. The District offers professional development sessions annually for a minimum of 14 of these required 20 hours. Topics to be addressed will include: • implementation of IEPs and PBSPs, • mental health supports, • behavioral supports, • social skills, • executive functioning, • data collection, • generalization of skills across settings to build independence, and • technology use.
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

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Professional Development Details

Hours Per Session	3.0
# of Sessions	15
# of Participants Per Session	180
Provider	School District
Provider Type	IU and District Presenters
PDE Approved	Yes
Knowledge Gain	Paraprofessionals will gain additional knowledge regarding special education supports and services and enhance skills in successfully supporting students within the educational setting.
Research & Best Practices Base	The School District, IU and PaTTAN rely upon best practices for professional development. Strategies provided are research based.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Evidence of Attendance, evaluation or interaction with students
Evaluation Methods	Participant survey

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Reading NCLB #1

Description	The Special Education and Curriculum Administrative teams will continue to work collaboratively to ensure access to a continuum of literacy supports. Professional development for special education staff will continue in the area of progress monitoring (best practices and researched based monitoring tools). Additionally, professional development will be provided for staff working with students with the most significant cognitive disabilities in essentialization. Training will be provided in alternate eligible content and intents across subject areas to support staff in learning ways to make instruction meaningful for these students. Staff will be provided with additional essentialization examples for a deeper understanding of more complex ELA/Reading content. In addition to essentialization examples, ideas for enhancing understanding of the content through the lens of literature and informational text will be addressed in these sessions. Examples of how to make complex content meaningful will be provided. Also, professional development in standards-aligned instruction for all special education staff will be provided. Access to grade level standards and student performance on District and Statewide Assessments is a priority in LMSD. The special education and curriculum departments work closely together to ensure curricula used are aligned with the standards and appropriate for the individual needs of students.
Person Responsible	Special Education Supervisors and Curriculum Supervisors
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	120
Provider	School District
Provider Type	IU, PaTTAN, District Presenters
PDE Approved	Yes
Knowledge Gain	Staff will learn new practices to improve reading amongst targeted student populations.

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Research & Best Practices Base	Research regarding best practices and research/evidence-based practices by presenters.
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 or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals 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

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	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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

Transition

Description	LMSD continues to expand and refine supports and services for transition-age students. Transition planning begins at age 14 and planned activities address postsecondary education, employment and independent living. Individual student strengths and interests are at the center of planning. Professional learning will be provided to continue building capacity among all special education staff and LEAs in the area of transition. Indicator 13 is one of the 20 State Performance Plan (SPP) Indicators, and focuses on the development of IEPs that meet transition requirements, including coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes. Staff training sessions centered around Indicator 13 will include compliance and effective practices overview of outside agency and student involvement in the IEP meeting; compliance and effective practices overview of interest/preference, academic, and functional assessment; compliance and effective practices overview of Post-Secondary Goals related to education/training, employment, and independent living; compliance and effective practices overview of how to annually update the three Post-Secondary Goal areas; compliance and effective practices overview of the "transition grid" section of the IEP (courses of study, activities and services related to the post-secondary goals); and compliance and effective practices overview of Measurable Annual Goals. Training sessions are also provided for parents and guardians.
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services

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Professional Development Details

Hours Per Session	3.0
# of Sessions	10
# of Participants Per Session	30
Provider	School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Special education staff and LEAs will continue to build expertise related to transition in the development of IEPs that meet transition requirements, including coordinated, measurable, annual IEP goals that will reasonably enable students to meet post-secondary outcomes.
Research & Best Practices Base	As one of the state's SPP indicators, research and best practices are provided by PDE and brought back to District staff. The Special Education Coordinator for grades 7-12+ attends meetings offered by the IU and PATTAN and brings reserach and best practices to the special education staff.
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 or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. 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.

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Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting peer collaboration and reflection
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 Portfolio

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Special Education Affirmations

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

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

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

No signature has been provided

Board President

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No signature has been provided

Superintendent/Chief Executive Officer

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