Wallingford-Swarthmore SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

200 S Providence Rd
Wallingford, PA 19086
(610)892-3470
Superintendent: Lisa Palmer
Director of Special Education: Megan McCullough and Gina Ross

Planning Committee

Name	Role
Al Heinle	Administrator : Special Education
Megan McCullough	Administrator : Special Education
Gina Ross	Administrator : Special Education
Colleen Wagner	Ed Specialist - Other : Special Education
Emma Foreman	Elementary School Teacher - Special Education : Special Education
Regina Hollis	High School Teacher - Special Education : Special Education
Stephanie Kahn	Middle School Teacher - Regular Education : Special Education
Janet Brooks	Parent : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 642

Identification Method

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

The Wallingford-Swarthmore SD, currently utilizes the discrepancy model in order to identify students with disabilities. However, it is important to note that we are continuing to work on strengthening our prereferral process. There are four steps to identifying a student as eligible for special education under the category of Specific Learning Disability (SLD). Outlined below is the information that may be gathered during a multidisciplinary evaluation.
Failure to meet age or grade level standards in one of eight areas:

The first inclusionary factor is to determine if the student fails to meet age or grade level state standards in one of eight areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation, and mathematics problem solving.
In order to determine if this criterion is met the following measures will be reviewed: Curriculum based measures, performance on district-wide assessment, statewide tests of achievement, norm-referenced standardized measures of achievement and/or an assessments that measure the basic psychological processes necessary to be successful in the aforementioned areas.

Discrepancy (pattern of strengths and weakness) or Response to Intervention:

The second inclusionary factor provides districts with a choice to use either Response to Instructional Intervention or another approach. Wallingford-Swarthmore utilizes the traditional ability-discrepancy approach in order to determine a student's pattern of strengths and weakness. Specifically, the district reviews standardized measures of cognitive functioning and psychological processes and/or other measures of memory and learning which would profile a students' ability to adequately process information.

Rule out:

In order to identify a student as having a SLD as opposed to a different classification the following must be ruled out:

Vision, hearing, or motor problems- Parent input and/or review of health records

Intellectual Disability-Review of cognitive assessment, measure of adaptive functioning (if indicated)

Emotional Disturbance-Teacher input, parent input, measures of socio-emotional functioning and/or observations

Cultural and/or environmental issues-Review of records, parent input, teacher input

Limited English proficiency- Review of records, parent input, teacher input

Rule out lack of instruction:

In order to determine whether academic inadequacies are the effect of a cumulative lack of instruction rather than a SLD, the following information will be reviewed:

Review of records

Historical data

Parent input

Teacher input

Core curriculum

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

The Special Education Report (2016-2017) denotes an overrepresentation of African American and Multiracial students in Special Education within the Wallingford-Swarthmore School District (WSSD). The percentage of African Americans in Special Education is 16.1%, the district as a whole is comprised of 7.9% African Americans.

The district is committed to addressing this overrepresentation in three ways.

1. Strengthen the pre-referral process:

Ensure the consistency and fidelity of implementation of all interventions used in the MTSS (Multi-tiered Systems of Support) and pre-referral process

Use data to make instructional decisions

Use the pre-referral process and MTSS training to improve the skills of staff to adequately address diverse academic and behavioral needs

2. District-wide Equity Initiative led by the Assistant to the Superintendent:

Comprehensive review of current equity data with all WSSD staff members

Continue to provide professional development that support cultural competence across all staff members; Differentiated Instruction initiative for 9th grade

Membership in Delaware Valley Consortium for Educational Equity (DVCEE)

Continue to improve parent engagement of historically underserved groups through the Neighborhood Council/Parent Advisory Committee

Maintain ongoing partnership with the Media chapter of the NAACP

Promotion of involvement in community initiatives such as the South Media Firehouse Project

3. Ongoing review of assessments used to determine eligibility and select and update assessment tools as needed to minimize cultural bias in the testing process.

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?

1. While currently, there are no facilities located with in the Wallingford-Swarthmore School District (WSSD). The district continues to monitor for any 1306 sites that may open within the district. The Office of Special Education works closely with the Office of Registration to quickly identify any students registering within district boundaries as a 1306 student. If a student is placed in a facility within the district, as the host district, WSSD participates as the LEA in all meetings. In addition, the district completes all necessary forms for PA Childcount. Through this process, the district funds all services and transportation needs and is then reimbursed from the home district.

2. As the host district, WSSD works to ensure FAPE in a variety of ways. A WSSD staff member serves as part of the IEP team and attend all meetings including the annual review of the IEP, re-evaluation review meetings, and any other meeting directly related to the student. As the host district, WSSD staff may also participate in observations of the student so that we can have a better understanding of their individual needs. The district fully participates in discharge meetings when invited.

3. Potential problems/barriers include funding resources delayed or denied by the home district, limited knowledge of current, new, or pending facilities within the district boundaries, delayed registration or lack of registration within the district, and incorrectly registering as a "home" district student.

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).

Incarcerated students who are eligible or expected to be eligible for special education services are identified by the school district within which the correction institute is located. We are notified through the 1306.2 process when students who would be attending our schools but are incarcerated, receive special education services or evaluations. As the student's home district, we are billed by the host district/Intermediate Unit for the costs of these services. The district fully participates in the discharge process when notified.

Also, the Delaware County Intermediate Unit (IU #25), distributes a monthly list of individuals under 21 years of age who have been incarcerated. We review this list and note whether any of the individuals who attended our schools received or were in the process of being evaluated for special education services. Once a student is identified as a resident of the district with an IEP, the Office of Special Education provides all necessary documents to the IU. While the students are incarcerated, the IU provides the district with grades and transcripts to be incorporated into the district transcript.

The IU acts as a liaison with the host districts to ensure that services are provided and that the students' home district is notified. Additionally, the district also works collaboratively with the Intermediate Unit to transition the students back into 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.

1. Throughout the year, casemangers review data regarding progress towards goals. As this data is being reviewed, teachers are determining if students are in need of additional supports and/or services in order to be successful. If additional services and/or supports are needed, the casemanager, reviews all appropriate options that can be implemented prior to moving to a more restrictive level of support. Each of our buildings has staff (teachers and paraprofessionals) that can support students within the regular education setting.

The Directors of Special Education review annually all students who are receiving services in out-of-district placements. Through this review, it is determined if a less restrictive placement is appropriate to consider. The Directors also work very closely with the school based teams to identify alternative supports prior to any referral to an out-of-district program. In addition, the Director of Elementary Special Education reviews the cases of incoming Kindergarten students from Early Intervention to determine what supports or additional programming options need to be in place so that the student can be successful within the district rather than placed in a more restrictive program.
The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers, as well as to enable their access to the general curriculum. The supplementary aids and services utilized by Wallingford-Swarthmore includes but is not limited to the following supports;

• Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)

• Professional development related to collaboration

• Scheduled opportunities for parental collaboration through the neighborhood council, parent conferences, parent volunteer opportunities and of parent engagement offereings from the Office of Special Education

• Scheduled time for co-planning and team meetings

• All school personnel collaborate in the development and delivery of supports

• Providing modified curricular goals

• Providing alternate ways for students to demonstrate learning

- Providing test modification

- Providing alternate materials and/or assistive technology (e.g., text to audio technology, closed captioning, large print, alternate computer access

- Providing instruction on functional skills in the context of the typical routines in the general classroom

- Changing method of presentation

- Providing research-based supplementary materials

- Providing instructional adaptations (e.g., preteaching, study guides, graphic organizers,repeating directions, extra examples and nonexamples)

- Physical arrangement in environments

- Specific seating arrangements

- Adaptive equipment (e.g., ball chairs, standing desks, t-stools)

- Adjustments to sensory input (e.g., light, sound, fidget items)

- Structural Aids (e.g., wheelchair accessibility, hydraulic pool lift and adaptive transportation)

- Social skills instruction

- Counseling supports

- Peer supports (e.g., mentoring programs, Panther Pals and peer tutoring)

- Individualized behavior support plans

- Modification of rules and expectations

- Cooperative learning strategies

2. The District strives for continuous improvement in programming. Each building analyzes staff assignments to determine what level of support will be delivered. In addition, at the elementary level, students participate in the "Core" for reading instruction. In saying this, students receive instruction in the regular education class for the "big ideas", oral vocabulary, and oral passages. During this time in the regular education setting, students receive the necessary supports to be successful.

The district is committed to utilizing evidence-based models. A variety of research-based targeted interventions have been implemented including; Reading Mastery, Project Read, Read 180, Corrective Reading, Read 180, Flex, iReady Reading and Math, Connecting Math Concepts, Equals Math, IXL Math, Inside Algebra, Social Thinking, Making Connections, Number Worlds, Vicki Phillip's Personal Development, School-Connect and WhyTry. These programs may be delivered by a special education teacher, reading specialist, guidance counselor or Behavior Health Specialist and may or

may not include students not identified as requiring the supports of an IEP.

Other examples of the district's focus on LRE include the involvement in various initiatives, training, consultation, and technical assistance. The District was a member of PDE's Autism initiative for nearly a decade. During that time, all of the district buildings participated in trainings and met monthly with the specialists from the program. Through the process, one of our classes was identified as a model site for the Autism Initiative.   In addition, both of the Directors of Special Education have been cohort members of the Special Education Leadership Fellowship. Completion of this program increases the effectiveness of the administrative team. Finally, the District utilizes a number of agencies and private individuals for technical assistance. An example of this includes Medley and Mesaric who are utilized as Autism consultants. These individuals observe and meet monthly with staff members on best practices for supporting students with social/emotional needs. In addition to meeting monthly with the teams, they have also provided trainings to the staff and paraprofessionals in targeted buildings.

3. The SPP targets for Indicator 5 clearly show the district is working toward improving percentages related to LRE. While there is still some discrepancy between the LEA's percentages and the state percentages, the district trend between the 2013-2014 and the 2016-2017 school years, clearly shows that the variance between LEA and state averages is closing. The district continues to have a plan in place to review students' needs on an annual basis to determine if continued placement is required or if the student's needs can be meet in a less restrictive placement. In addition, the district monitors students entering from Early Intervention to determine if additional programming is needed to support students in their neighborhood district.

The Office of Special Education also annually reviews trends and referrals for more restrictive placements to determine if additional supports and professional development are required for success in the neighborhood schools. This data is also utilized to determine if additional programs are needed within the district. One example of this was the addition of both the elementary and middle school emotional support programs in 2014. An Autistic Support class was added to the elementary level in 2016 as a result of the aforementioned review process.
Below you will find the approved 2016-2017 Corrective Action Plan that demonstrates our goals and the evidence of change required to meet those goals.
Wallingford Swarthmore School District

Corrective Action Plan 2016-2017

FSA 11 - Least Restrictive Environment (SPP) - Standard: Students with disabilities are provided for in the least restrictive environment. The LEA will develop a plan to meet the SPP criterion for students in other settings.

1.   The LEA will continue to analyze trends in Life Skills and Autistic Support at the Elementary level. A new elementary Autistic Support program was opened in September, 2016. The Director of Special Education will monitor training and curricular needs. At the high school level, a full-time

Emotional Support program with intensive therapeutic supports was added. The Director will continue to monitor this program through 2020 to determine additional program needs (i.e. alternative curriculums, interventions, additional mental health services).
Evidence of Change: The LEA will provide documentation of the projection report.

2.   The special education department will continue to review the specific needs of the students in out-of-district placements to determine if students are able to return to their neighborhood schools or return on a part-time basis.
Evidence of Change: The LEA will provide documentation of the review of student needs and its outcomes for PDE review.

3. The LEA will continue to ensure that LRE calculations on IEPS are accurate and identify key strategies to increase the number of students in the General Education classroom 80% or more of the school day.
Evidence of Change: The LEA will provide LRE and Level of Service Protocol, data report for students identified as participating in General Education classroom 70%-79% of the school day and a summary of key strategies identified.

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.

Wallingford-Swarthmore School District (WSSD) is committed to utilizing a Positive Behavior Support (PBS) approach. Schools across all levels offer proactive, positive (non-punitive), instructional systems and strategies exercised over time with consistency in order to create a positive, healthy school culture for all students. Across the district there are school-specific PBS initiatives (Keystones with U Rock Certificates, Character Counts initiative, Terrific Tickets, student recognized character breakfast, direct instruction and reward system within the *4 Cornerstiones and The Responsive Classroom* approach, etc) designed to help students achieve positive academic and behavioral outcomes.

A wide variety of individual and small-group supports are provided for students with disabilities that have behavioral needs; Functional Behavior Assessments (FBA), Positive Behavioral Support Plans (PBSP), direct instruction in social skills with an emphasis on Michelle Garcia Winner's *Social Thinking approach*, personal development curriculums, consults with Board Certified Behavior Analysts (BCBA) for complex cases, structured level systems with daily data collection measures and

built-in incentives and opportunities for sensory breaks and breaks to regroup. All services are delivered in accordance with the Individual Education Plan and PBSP. All interventions are focused on building upon students' strengths and teaching effective replacement behaviors.

WSSD employs a full-time guidance counselor at each of the elementary schools, 3 guidance counselors at the middle school level and 4 guidance counselors at the high school level. There is one district-wide school social worker and a crisis counselor assigned to the high school. In addition to supports provided by the district, WSSD also contracts with a number of agencies for direct behavioral health services and to provide trainings (Chance Light, EPIC, Brett DiNovi & Assoc., Medley & Mesaric). School teams in collaboration with the district-wide social worker develop Attendance Improvement Plans to address truancy and school avaoidance. When those plan are not effective referrals are made to DCIU or CCIU for additional interventions. Additionally, families may be referred to Child Guidance for supports regarding truancy and school refusal. There is a full-time counselor shared between the elementary and middle school emotional support programs, this individual is employed by Cozer Chester Medical Center; Community Division, which allows the district to have increased access to current community based mental health services. Effective School Solutions provides group, individual and family counseling for up to 20 students at the high school. The supports from these agenicies are utilized when a student's need exceeds the interventions/resources provided by district staff or when there is an identified need for staff training. Specific supports or services may include: Applied Behavior Analysis consultation, Personal Care Assistants with specialized training, and consultation for social skills delivery to students with Autism. Furthermore, All five of the district schools have paticipated in PDE's Autism Initiative, formerly known as the Verbal Behavior Project.

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.

1. The Directors of Special Education monitor cases that present as difficult to identify appropriate programming. This information is included in an annual review at the central office level to determine gaps in the continuum of special education services.

The District works closely with outside agencies and service providers to ensure that all involved parties have the necessary information to make appropriate programming decisions. The WSSD team including the WSSD social worker, building staff, and the Directors of Special Education work

together to identify all appropriate programming options. In addition, when appropriate, the District utilizes the DCIU Interagency support system and/or Crozer Behavioral Health partnership.

2. The district has a number of programs that have successfully allowed students to remain in their neighborhood school district. As part of the annual program review process, elementary and middle school Emotional Support programs were added to the continuum of services within the district for the 2013-2014 school year. The district added an Autistic Support Program at the elementary level for the 2016-2017 school year. A full-time emotional support program (INSIGHTS) was added at the high school level to provide students with complex social/emotional disabilities to access education with in their neighborhood school. INSIGHTS offers a small, therapeutic classroom setting, alternative start and end times, opportunities for an alternate lunch, built-in rewards and consequences and intensive counseling (group, individual, familiy). At this time WSSD is currently monitoring the need for additional Life Skills and/or Autistic Support at the elementary level.

3. The Directors of Special Education annually review the trends related to student needs including those students who have been referred to out-of-district placements. Through this review process the Directors determine areas of need related to program gaps. Information is then gathered on best practices in the identified areas and strategic plans are developed for increased programming within the district. From this information, proposals are developed and included into budget planning. At this time, the district is monitoring the need for additional Autism and Life Skills programming at the elementary level.

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.

Autistic Support:

   Ongoing training and consultation in Michelle Garcia Winner's Social Thinking
   Secondary Autistic Support teachers have participated in the High Functioning Autism Series
   Implementation of research-based interventions in reading, math, writing, and social skills
   Full-time Autisitic Support program with a focus on ABA/VB and highly trained staff to support the program
   Participation in PDE's Autism Initiative; one school has been highlighted as a model site

Emotional Support:

   Continuation of Elementary and Middle School Emotional Support programs
   Implementation of research-based interventions in reading, math, writing, and personal development
   Intensive behavioral health supports through contracted providers (Crozer and ESS)

group counseling
individual counseling
support in connecting students and families to community-based resources
Safety Cares training is provided to staff working with students behavioral needs

Life Skills Support:

Low Incidence Vertical team meetings are held to work on curriculum development for Life Skills
Vocational opportunities provided within WSSD buildings
Implementation of research-based interventions in reading, math, writing, and social skills
Consultation with contracted BCBA available
Transition services that focus on school to work services and supports

Learning Support:

Access to a full continuum of services through a flexible scheduling process
Implementation of research-based interventions in reading, math, writing, executive functioning, and social skills
Opportunities for cross-collaboration in team meetings

Parent and Community Engagement:

Effective communication between school teams and families that includes open conversations
Quarterly Parent trainings based on survey results
  Nurtured Heart Approach to Parenting: Catch Your Child Being Good
  Transition Planning for Students with Complex needs
  How to Help Your Child Adapt, Move Forward, and Thrive (Even When They Are Scared) - Support Children with Anxiety
  Priortizing Sleep in Adolescents
Monthly parent trainings offered by DCIU

Leadership and Administrative Strengths:

Special Education Directors have completed the PDE Special Education Leadership Fellowship
Consistent collaboration with the Office of Curriculum and Education
Special Education staff are represented on all vertical teams
Meetings are held to address implementation of inclusive practices
Participation of Special Education Directors in Administrative Council duties and initiatives
An annual review of program needs based on current demographics trends is held by leadership
Directors of Special Education provide oversight of IEPWriter implementation
  Consistent use of one database for all special education documents
  High levels of compliance and accuracy of childcount data
  Ongoing professional team meetings with related service providers

Early Intervention:

Early Intervention transition teaming
    Early Intervention tranisition with the DCIU
    Observation of students in the Early Intervention programs
    District attendance at IEP meetings of students transitioning to school-age services.

Transition:

Addition of transition seminars in learning center classes at HS
Transition assessments and mini-seminar incorporated into Middle School Learning Centers
Connection to a variety of job coaching/vocational programs
Internal vocational opportunities for students in Life Skills Support
    Office internships
    Coffee Cart work experiences
    Highly individualized vocational training and work experiences for students ages 18-21

Overall School Culture, Communication and Relationship Building:

 Distirct-wide focus on equity of supports and services for those individuals who are historically underserved
    Participation on the Delaware Valley Consortiu for Educational Equity (DVCEE)
    Frequent opportunities for communication and collaboration across School teams
        Bi-weekly team meetings at the Middle School
        Common planning sessions in Elementary School
    School teams support placement in Least Restrictive Environment
        Encourage and support students to participate in honors and AP courses
        IEP teams are consistently student- focused and create highly individualized plans
        Staff/Administration highly responsive to student needs
        Consistent staff flexibility and follow-up
    Opportunities and access to extra-curricular activities after school hours
    Additional academic support during the activity period/5th block at the secondary level
    Guidance Department works closely with Special Education Department
    Guidance Department is an integral part of delivering supports and services
    Guidance counselors maintain the same caseload throughout Middle School and 9th grade year
    Opportunities for informal social skills support/facilitation throughout the school day

Assurances

Special Education Assurances

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

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

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

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

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

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed

CADES - George Crother's	Approved Private Schools	Multiple Disabilities	5
DCIU Marple Center	Special Education Centers	Autism Support	3
Milagre School	Special Education Centers	Autistic Support	1
Devereux Cares	Approved Private Schools	Autistic Support	3
Elwyn Davidson	Approved Private Schools	Autistic Support/Multiple Disabilities/Life Skills	1
HMS	Approved Private Schools	Multiple Disabilities	1
Concept School	Other	Learning Support	1
Overbrook School for the Blind	Approved Private Schools	Vision Impaired/Multiple Disabilities	4
Pathway School	Approved Private Schools	Autistic Support and Emotional Support	2
Timothy School	Approved Private Schools	Autistic Suppport	1
Vanguard School	Approved Private Schools	Autistic Support and Emotional Support	11
DCIU Learning Support-Ithan Elementary School	Other	Learning Support	2
DCIU - Forward Bound	Other	Emotional Support	1
Instruction in the Home	Instruction in the Home	Multiple Disabilities	1
DCIU New Pathways	Special Education Centers	Emotional Suppoprt	3
DCIU Language Program	Neighboring School Districts	Speech and Language Support	2
Melmark	Approved Private Schools	Autistic Support	2
Devereux Kanner	Approved Private Schools	Life Skills	1
Lifeworks	Other	Emotional Support	1

Special Education Program Profile
Program Position #1

      Operator: School District

        PROGRAM DETAILS

          Type: Position

          Implementation Date: September 6, 2016

Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.75
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	0.25
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: September 6, 2016

        Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.6
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	6	0.4
Justification: As the students are receiving supports at the itinerant level, they are never seen at the same time or in the same location.				
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: September 6, 2016

        Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current 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 8	7	0.75
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

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	7	0.75
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	0.25
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

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	15	0.75
Locations:				

Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.25
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: September 6, 2016
            Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current 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 8	1	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #7
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: September 6, 2016
            Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	9	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	3	0.25

Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: September 6, 2016

            Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	4	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	5	0.25
Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: September 6, 2016

            Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.25
Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

    Type: Position

    Implementation Date: September 6, 2016

    Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	7	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	6	0.25
Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

    Operator: School District

    PROGRAM DETAILS

        Type: Position

        Implementation Date: September 6, 2016

        Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

    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	4	0.75
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.25
Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.35
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	3	0.15
Locations:				
Swarthmore Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.65
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	0.35
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* September 6, 2016
> > *Reason for the proposed change:* This position was decreased to a .6 to allow for the staff member to also act as a BCBC for the other part of the day. Additionally, the caseload was revised to include itinerant level students.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	2	0.04
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.56
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	7	0.25
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.75
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	13	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18
>   *Operator:* School District
>   **PROGRAM DETAILS**
>>   *Type:*
>>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19
>   *Operator:* School District
>   **PROGRAM DETAILS**
>>   *Type:*
>>   *Implementation Date:*
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:*
>>> *Implementation Date:*
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	4	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:*
>>> *Implementation Date:*
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:*

Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	12	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	5	1
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	16	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	1	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* September 6, 2016
> > *Reason for the proposed change:* 1 student entering 6th grade required itinerant ES
> > 1 student with itinerant LS was added to casemanager at parent request
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.8
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	1	0.1
Locations:				
Strath Haven MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.1
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 5, 2017

Reason for the proposed change: Caseload is based on the number of students receiving different types of support who have deferred their diploma and are receiving services through 18-21 years of age.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	1	0.02
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	5	0.7
Justification: Students are not in the same room at the same time as peers with a 4 or more age differential				
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 21	1	0.03
Justification: Students are not in the same as peers with a four or more year age differential				
Locations:				
Strath Haven HS	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	16 to 21	2	0.1
Justification: Students are not educated in the same room at the same time as peers with a four or more year age differential.				
Locations:				
The Vanguard School	A Junior/Senior High 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%)	Multiple Disabilities Support	20 to 21	1	0.05
Locations:				
Strath Haven HS and community-based	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Emotional Support	18 to 19	1	0.05

Education Class				
Locations:				
Life Works	A Junior/Senior High 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	18 to 21	1	0.05
Locations:				
Strath Haven HS	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 5, 2017

Reason for the proposed change: Data indicated the need for a higher level of Emotional Support services with a therapeutic component.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	6	0.4
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 17	4	0.5
Locations:				
Strath Haven HS	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 4, 2018

Reason for the proposed change: Die to caseload numbers special education teacher must also case manager several students in receiving Learning Support services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	1	0.1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	8	0.8
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.1
Locations:				
Strath Haven HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 18	1	0.3
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	6	0.7
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	32	0.75
Locations:				
Strath Haven High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.2
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	27	1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35
Operator: School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	29	1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	8	1
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

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

Program Position #39
> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.75
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	5	0.25
Justification: As the students are at the Itinerant level, they are never in the room together.				
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	1	0.25
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.75
Locations:				
Wallingfrod Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41
>*Operator:* School District
>**PROGRAM DETAILS**
>>*Type:*
>>*Implementation Date:*
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	13	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42
>*Operator:* School District
>**PROGRAM DETAILS**

Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	4	1
Justification: Student beyond the 3 year age span are not in the same room/groups.				
Locations:				
Nether Providence Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	2	1
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	1	1
Justification: Students outside of the age range are not in the same class/group.				
Locations:				
Strath Haven High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #45
Operator: Intermediate Unit
PROGRAM DETAILS
Type: Class
Implementation Date: September 6, 2016
Reason for the proposed change: The updated segments reflects the teacher's caseload and needs of the students.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	13	0.3

Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	11 to 14	10	0.5
Locations:				
Strath Haven Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	2	0.2
Locations:				
Strath Haven high School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	14 to 17	10	0.6
Locations:				
Strath haven high School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	3	0.1
Locations:				
Swarthmore-Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	5 to 8	6	0.9
Locations:				
Swarthmore-Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are		

		operated		

Program Position #48

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: September 5, 2017

Reason for the proposed change: This reflects the change from all of the caseload at the supplemental level to one student moving to a less restrictive level of itinerant supports.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	8 to 11	6	0.75
Locations:				
Swarthmore-Rutledge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	1	0.25
Locations:				
Swarthmore-Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

Reason for the proposed change: Students on the caseload have varied needs that require either the Itinerant or Supplemental levels of Support. The above identified segments accurately identify the current caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	2	0.75
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	6	0.25
Justification: The students are schedule for itinerant level of services at different times of the day so that they students beyond the 3 year range are not together.				
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

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

Program Position #52

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	6	1
Justification: The service is provided at the Itinerant level. Student do not receive services outside of the 3 year age range.				
Locations:				
Wallingford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 12	8	1
Locations:				
Swarthmore Rutledge School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Elementary Special Education	District Wide	1

Director of Secondary Special Education	District Wide	1
School Psychologists	District Wide	5.5
Social Worker	District Wide	1
IST Teachers	Elementary Schools	1.5
Speech Therapists	District Wide	5
Instructional Assistants/Personal Care Assistants	District Wide	50
Reading Specialist	Across District	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech Therapists - 4 individuals with 3 different agencies/contractors	Outside Contractor	82.5 Hours
Occupational Therapists - 2 individuals with 2 different agencies/contractors	Outside Contractor	50 Hours
Occupational Assistant (COTA) - 2 individuals from 2 agencies	Outside Contractor	70 Hours
Behavioral Heath Services - 3 individuals from 2 agencies	Outside Contractor	120 Hours
Physical Therapist	Outside Contractor	20 Hours
Personal Care Assistants - 17 individuals from 2 agencies	Outside Contractor	710 Hours
ABA Therapy - 3 agencies	Outside Contractor	10 Hours
ABA Consult - 4 agencies	Outside Contractor	12 Hours
Autism Consultation - 2 Consultants from 1 agency	Outside Contractor	3.75 Hours
Social Skills Therapy	Outside Contractor	2 Hours
Personal Care Assistance - ABA Therapists - 9 individuals from 3 agencies	Outside Contractor	67.5 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	The district continues to focus on implementation of Michelle Garcia Winner's approach to social skills instruction; Social Thinking. A variety of professional development opportunities were provided along with ongoing consultation, curriculum review and opportunities to observe and participate in a an intensive summer social skills workshop. Evidence of implementation will be provided through training sign-in sheets, consultation logs, attendance sheets, student data and progress monitoring.
Person Responsible	Gina Ross, Megan McCullough, Medley & Meseric (consultants), Building Administrators
Start Date	7/1/2018
End Date	6/30/2020
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.5
# of Sessions	47
# of Participants Per Session	10
Provider	Medley & Meseric
Provider Type	For Profit Company
PDE Approved	Yes
Knowledge Gain	Continue to increase staff members knowlege and ability to support studnet with social skill needs.
Research & Best Practices Base	Analysis of peer-reviewed data and best practices
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. 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	Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals 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	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

Behavior Support

Description	The district continues to provide professional development on Functional

	Behavior Assessments (FBA) and Positive Behavior Supports (PBS). The district-wide social worker will be trained and certified in Cognitive Behavior Interventions for Trauma in Schools. This will take place over a two year period with implications for wider use. All staff associated with the Emotional Support programs have participated in the Safety Cares training provided the DCIU. Additionally, building administrators are identifying teams of staff to participate in Safety Cares Modules.
Person Responsible	Gina Ross, McCullough, MaryJo Yannacone, Ferg Abbott
Start Date	7/1/2018
End Date	6/30/2020
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	20
# of Participants Per Session	100
Provider	DCIU, For Profit Organizations
Provider Type	DCIU, Curriculum Providers, WSSD Administration
PDE Approved	No
Knowledge Gain	Increase staff members knowledge and ability to support students whohave expereinces trauma.
Research & Best Practices Base	Analysis of peer-reviewed data and best practices
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops Department Focused Presentation

	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Analysis of behavioral data

Paraprofessional

Description	The paraprofessionals associated with Special Education participate in a minimum of 20 hours of professional development. These sessions are directly connected to the PA Core Competencies required for paraprofessionals.
Person Responsible	Dr. Megan McCullough, Gina M. Ross and Building Administrators
Start Date	7/1/2018
End Date	6/30/2020
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	7.0
# of Sessions	3
# of Participants Per Session	50

Provider	WSSD Staff, Intermediate Unit Staff, Contractors
Provider Type	Individuals vary through out the year and include School Entity, Intermediate Unit, Individual, and othe contracted agencies
PDE Approved	No
Knowledge Gain	Continue to improve staff members knowledge and ability to supprort students through their roles as paraeducators.
Research & Best Practices Base	Review of best practices as identified in the PDE Performance-Based Standards for Special Education Paraeducators
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
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	Development of district handbook for paraprofessionals

Evaluation Methods	Participant survey End-of-year assessment

Reading NCLB #1

Description	The district has focused on implementing a variety of research-based interventions across all grade levels; Reading Mastery, Project Read,Read 180, Read 180 Flex,Corrective Reading and Read -to-Achieve, Rewards, Making Connections, iReady. Training and ongoing consultation for individual interventions are provided by the propriatery organization. More broad-based trainings are provided by the DCIU.
Person Responsible	Megan McCullough and Gina Ross
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	10
# of Participants Per Session	12
Provider	Professional Development Specialists associated with each vendor
Provider Type	For Profit Company and DCIU
PDE Approved	No
Knowledge Gain	Increase staff knowlege and ability to support students with needs in the area of reading.
Research & Best Practices Base	Peer-review research was reviewed prior to selecting interventions

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	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	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	Series of Workshops Department Focused Presentation Online-Synchronous
Participant Roles	Classroom teachers Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	WSSD is part of the Effective Practices for Secondary Transition: Aligning State Performance Plan Indicators Cohort #1. All teachers at the secondary level will participate in an IEP review and a half-day training based on the needs identified in the IEP review process. The Transition Coordinator is currently working on:

	- Mapping transition assessments and activities realted to post secondary, employment, and independent living goals beginning with grade 7 - Exploring new resources for family support and the transition to adult services at age 21 - Developing a new scope and sequence for a transition curriculum, based on best practice and individual student needs The Transition Coordinator participates in quarterly Transition Coordinator Network meetings provided by the DCIU. Additionally, the Transition Coordinator participates in Transition Council meetings every month in order to network with community-based service providers and receive intensive training and updated resource information. Eighth grade teachers will continue to receive professional development on a variety of transition assessments and activities.
Person Responsible	Megan McCullough, Regina Hollis
Start Date	7/1/2018
End Date	6/30/2020
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.75
# of Sessions	16
# of Participants Per Session	20
Provider	DCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	Special education teachers and guidance counselors gain a basic understanding of transition concepts, specific assessments and activties available and resources to connect families to adult services.
Research & Best Practices Base	The Transition Coordinator and Director continue to review PDE and DCIU initiatives, peer-reviewed journals and information relating to best practices.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar
Participant Roles	Classroom teachers Principals / Asst. Principals Related Service Personnel
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers IEP Reviews
Evaluation Methods	Participant survey IEP Reviews

Special Education Affirmations

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

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

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

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

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

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer