

Pottsgrove SD

Special Education Plan Report

07/01/2016 - 06/30/2019

District Profile

Demographics

1301 Kauffman Rd
 Pottstown, PA 19464
 (610)327-2277
 Superintendent: Shellie Feola
 Director of Special Education: Maura Roberts

Planning Committee

Name	Role
Julie Davis	Middle School Teacher - Special Education : Special Education
Emily Esbensen	High School Teacher - Special Education : Special Education
Shellie Feola	Administrator : Professional Education Special Education
Jeff Kerschner	Middle School Teacher - Special Education : Special Education
Christy Kirsh	Middle School Teacher - Regular Education : Special Education
Amanda Lawless	Middle School Teacher - Regular Education : Special Education
Kate Pacitto	Administrator : Special Education
Mrs. Reaver	Parent : Special Education
Maura Roberts	Administrator : Special Education
Mrs. Sullivan	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 625

Identification Method

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

The Pottsgrove School District uses the IQ-achievement discrepancy model to identify specific learning disabilities. Specifically the district uses standardized, norm-referenced tests that measure intelligence, achievement as well as underlying cognitive processes (e.g., processing speed, short-term/working memory, etc.).

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: <http://penndata.hbg.psu.edu/BSEReports>

Overall enrollment and percent of special education have been fairly stable over past three years. However the percentage of special education is approximately 2% higher than the state average. Autistic and emotional disturbance and other health impairment has increased slightly over the past three years and well as the speech and language impairment. However students identified with a specific learning disability has decreased by approximately 10%.

Analysis of eligibility by race/ethnicity indicated that the special education percent by race/ethnicity is generally consistent with the LEA with slight discrepancies among Black (non-hispanic) and White (non-hispanic). The percentage of Black (non-hispanic) student identified for special education is approximately 5% over the state percentages. Likewise White (non-hispanic) students identified for special education varied over the past three years and these percentages were approximately 5 to 8% below state averages.

Professional development will be provided to buildings and psychologists regarding the identification of special education students along with continued efforts to rebuild RtII and revise child study team procedures.

Additionally, the special education data over the past three years shows that School Performance Profile targets were only met during the 2013-2014 school year for students educated within a regular education classroom more that 80% of the day as well as students who were education

within the regular education class for less than 40% of the day. However the percentage of students served in other settings outside the district was still about 2% higher than the state average and therefore the SPP was not met.

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 district serves as the host for students who are placed in a residential home for medically fragile children. The district provides medical supports and services within the school setting to ensure that the students can participate with non-disabled peers. When students are placed in the residential facility, the District has little to no notice, which presents unique challenges when programming for such needs. Additionally, the district has difficulty obtaining student records.

Incarcerated Students Oversight

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

The District implements the same child find procedures that are in place in the District's buildings to ensure that all potentially eligible students are evaluated, identified when deemed eligible, and offered a free and appropriate public education. Throughout this process the District works in collaboration with the student's district of residence.

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.

The Pottsgrove School District ensures that children with disabilities are educated to the maximum extent possible with non-disabled children through the Individualized Education Plan (IEP) development process. The district strives to ensure that the process of identifying the least restrictive environment is followed by providing extensive modifications, adaptations, behavioral interventions, and reevaluations prior to moving a student to a more restrictive placement. Students specific needs are identified through a comprehensive evaluation which is completed by a multi-disciplinary team.

District administrators frequently visit multiple "out of district" placements with parents to make sure the parents are comfortable with the placement options and to make sure FAPE can be offered for the student. Moreover the District is committed to moving students back to the home school as soon as possible based on student needs. The district has a full continuum of special education programs as follows: autistic support, emotional support, learning support, life skills support and related services. Additionally the district services students in the regular education through a number of co-taught and supported classrooms.

In the past two years, there has been greater emphasis on hosting professional development for special education and regular education teachers together so they can learn additional instructional strategies to meet student needs and well as provide opportunities for special and regular education teacher to work on the development of the curriculum. Paraprofessional training has been enhanced in recent years to include training on topics such as deescalation, supporting students with mental health issues, and behavioral interventions.

Additionally paraprofessionals attend Pennsylvania Training and Technical Assistance Network (PaTTAN) webinars. The District is developing a manual for paraprofessional staff to include the expectations for student interactions and methods to maintain highly qualified status for dissemination in the upcoming year. Additionally the school district hosts the Transitions program which provides alternative education services to students at our high school. Special education students receive the benefit of their IEP through this program and the program is primarily taught by district teachers. When needed the district provides 1-to-1 paraprofessional support to students. The technology department in the district also conducts a Student Environment Task and Tools (SETT) process to provide assistive technology to our students as an accommodation to foster integration. All students have a laptop at the high school and i-pads at the middle school which also support student instruction. In addition to school psychologists who are able to develop behavioral intervention plans, the district hired a Board Certified Behavior Analyst (BCBA) who is able to conduct functional behavioral Assessments (FBAs), develop interventions and train and coach teams on the implementation of the intervention. Lastly the district is rebooting and extending the School Wide Positive Behavioral Intervention Supports (SWPBIS) program which is designed to provided

tiered behavioral support to students and is actively reviewing the implementation and effectiveness of pre-referral interventions to support academic needs of students.

Behavior Support Services

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

Pottsgrove SD has rebooted it's School Wide Positive Behavior Support program. Due to personnel challenges within the district, the efforts to continue to build the program were not addressed. Now the district is actively working with PaTTAN and the MCIU to receive technical assistance to re-assess our program. Building-based teams are using data to make sure the programs are operating with fidelity as well as build protective factors for students. Aside from universal supports, the district is continuing to build Tier II and III services for at-risk students. Additionally the district is working on mapping out the resources at each level to determine if other supports needed for students. Additionally the high school is embarking on a year of planning so a building-wide positive behavior support program can be implemented at that level in the 2016-2017 school year. The district also provides a number of preventive services related to bullying, suicide, and student coping. The district has ongoing training with building-based crisis teams regarding de-escalation techniques. The district is partnering with the Pottstown Health and Wellness Foundation to provide resiliency training to staff. The district has policies regarding behavior support and bullying which also help address these issues.

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.

To date, the District has not had difficulty ensuring FAPE for an individual student or particular disability category. The district continues to focus on recommending placements for implementing

student IEPs in the least restrictive environment . The district has seen a decline in the number of students serviced across the district in Intermediate Unit placements, as the District has been able to bring a number of these students back to Pottsgrove buildings.

The district has developed partnerships with local law enforcement, juvenile probation officers, Children and Youth, local mental health providers, local mental retardation providers, and Office of Vocational Rehabilitation (OVR). Pottsgrove uses services provided through PaTTAN to facilitate interagency meetings involving outside agencies to collaborate and provide support for the student and family. The District has used the interagency approach successfully to work with outside agencies, private experts and parent advocates.

If a particular building on campus does not have a program or peer group students have moved from the home school to another school within the district or a cross-district school before considering an out-of-district placement. These options allow for placement in programs that allow access to typical peers for the purposes of ensuring least restrictive environment.

Currently, when outside placements are necessary, the most difficult placements have been for young students with extreme mental health/behavioral needs. Functional Behavior Assessments are conducted and positive behavior support plans are implemented for these students and prior to a change of placement. Additionally our BCBA works with the staff to train and coach the implementation of behavior plans to ensure fidelity of implementation.

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.

All students in the district participate to some extent in the general education classroom. To the maximum extent possible, Pottsgrove School District is committed to educating students with disabilities along side their not disabled peers in the least restrictive environment. Students receive instruction in special classes, separate schools or in other placement only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The district remains committed to providing a full continuum of services to students at all grade levels as needed. Services include learning support, emotional support, autistic support, and life skills support (which also includes several students with multiple disabilities). The district also delivers services within the regular education classroom, through supplemental pull out support as well as community based instruction for students transitioning into adult life. The district also partners with the MCIU for low incidence supports for vision, hearing, orientation and mobility. All IEPs are designed through a team who develops a program tailored to the individual student.

Among the strengths of the district are the co-teaching classroom, assistive technology support in house as well as the use of instructional and student assistance aides. The district has partnered with Lincoln Center, Creative Health, Pottsgrove Health and Wellness Foundation, Penn Psychiatric, PaTTAN and MCIU to provide support to our parents and student. Examples of this include prevention and crisis counseling, prevention services, Victims of Crime Act (VOCA), mental health

counseling, resiliency training for staff. The district has started an evidence based social skills training for our special education. Additionally, the district has secured nationally recognized speakers so parents can learn strategies to build confidence and better support their students. The district is currently engaged in a year-long training to improve the students post-secondary outcomes.

Over the past three years, the District percentages for special education students served in the regular education classroom has increased (49.4 to 63.2%). While these percentages demonstrate a trend toward servicing students in the least restrict environment, the percentages are lower than data reported in 2011-12 (81% served in itinerant support). In part these percentages are driven by student needs and identified support needed for students. Additionally the district has made the commitment to serve student with emotional disturbances within the district and often these students need to receive services outside the regular education classroom. Moreover the district has paraprofessionals and has hired a BCBA in order to better meet the needs of students in the regular classroom.

The district is providing training on an evidence based social skills training to counselors, social workers, BCBA and a small cohort of special education teachers. The program provides schools with 40 different skills that can be taught to students in a small group or independently. Additionally the district has opportunities for mental health counseling through various community agencies (e.g., Penn-psychiatric, Victims of Crime Act (VOCA). Also the district partners with Creative Health to provide prevention services to our student. The district is also actively working on improving the SWPBIS programs in each of the buildings.

One area of consideration is the rising percentage of special education students in the district (16.9 to 17.1%). These percentages are above the state average (app 15%). The district has taken steps to implement a Multiple Tiered Support Systems (MTSS) to address this concern. Through strengthening regular education supports and interventions, the goal is to better support students at the classroom level and reduce the number of special education referrals. Likewise the district is in the process of a Title I audit to ensure equitable participation and services to all students as well efforts to improve the general education curriculum.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Firely Pediatrics	Nonresident	Pottsgrove School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Buxmont Academy	Other	ES	2
Centennial School	Approved Private Schools	ES	1
Child and Career Development Center	Special Education Centers	MDS	2
Evans Elementary- MCIU	Neighboring School Districts	MDS, LSS	1
Martin Luther	Approved Private Schools	ES, LS	2
Melmark School	Approved Private Schools	Autistic	1
Progressions	Other	ES	1
The Academy	Other	ES	1
Vanguard School	Approved Private Schools	autistic	2
Vantage Academy	Other	ES	1
Woods Services	Approved Private Schools	MDS	2
Wordsworth Academy	Other	LSS	2
Davidson School	Approved Private Schools	AS	1
Green Valley Academy	Other	ES	1
Instruction in the Home	Instruction in the Home	MDS	1
New Story	Other	AS, ES	2
Northwestern Academy	Other	ES	1
Perkiomen Valley MS West-MCIU	Neighboring School Districts	MDS	2
River Rock Academy	Other	ES	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: change in student need

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Lower Pottsgrove Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	5	0.5
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	5	0.5

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* change in student need**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.47
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.1
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	9 to 11	6	0.32
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	9 to 11	2	0.11

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016

Reason for the proposed change: change in student need

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.22
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 9	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	8 to 9	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	8 to 9	3	0.33

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: change in student needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary	A building in which	Itinerant	Learning Support	9 to 10	5	0.25

	School Building	General Education programs are operated					
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	1	0.05
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	3	0.16
Justification: Students are cross teamed with other special education teachers.							
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	8 to 9	8	0.42
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	8 to 9	2	0.11

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload status**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 12	2	0.22
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	3	0.33
Lower Pottsgrove	An	A building	Itinerant	Autistic	9 to 9	1	0.11

Elementary	Elementary School Building	in which General Education programs are operated		Support			
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	10 to 11	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Intellectual Disability	11 to 11	1	0.11
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	11 to 11	1	0.11

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	7	0.58
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	2	0.17
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	10 to 11	2	0.17
Lower Pottsgrove Elementary	An Elementary	A building in which	Supplemental (Less Than	Other Health	10 to 11	1	0.08

	School Building	General Education programs are operated	80% but More Than 20%)	Impairment			
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Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.13
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	2	0.25
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.13
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	3	0.38
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	11 to 11	1	0.11

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* student needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	2	0.29
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 9	1	0.14
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	10 to 10	1	0.14
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	9 to 10	3	0.43

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Intellectual Disability	14 to 19	5	0.63
Justification: Will be addressed in IEP							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	17 to 17	1	0.12
Pottsgrove High School	A Senior High School Building	A building in which General Education	Full-Time Special Education Class	Multiple Disabilities Support	19 to 19	1	0.12

		programs are operated					
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	19 to 19	1	0.12

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* student needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	7	0.24
Pottsgrove School District	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.17
Justification: Will be addressed in IEP							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	6	0.21
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	3	0.1
Justification: Will be addressed in IEP							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	16 to 16	1	0.03
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	14 to 17	7	0.24

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: IEP needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.68
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	3	0.16
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	2	0.11
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	19 to 19	1	0.05

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: student IEP needs

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	7	0.47
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	3	0.2
Justification: Addressed in student IEP and determined to be an appropriate placement							
Pottsgrove High	A Senior	A building in	Itinerant	Emotional	15 to	1	0.07

School	High School Building	which General Education programs are operated		Support	15		
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	15 to 15	1	0.06
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	16 to 18	3	0.2

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	6	0.33
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.44
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.06
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	17 to 20	2	0.11
Pottsgrove High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	14 to 14	1	0.06

		are operated					
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Program Position #14*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.61
Justification: Students are cross programmed across case manager							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.13
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	2	0.08
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	15 to 18	4	0.17

Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	15	0.68
Justification: students are cross programmed across case managers							
Pottsgrove High	A Senior	A building in	Supplemental	Emotional	17 to	1	0.05

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	17		
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	14 to 18	5	0.22
Justification: Students are cross teamed with other special education teachers support.							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	15 to 15	1	0.04
Justification: Students are cross teamed with other special education teacher support							

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 21	7	0.43
Justification: Students are cross programmed across case managers							
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 17	3	0.19
Justification: Cross programming occurs across case managers							
Pottsgrove High School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 20	2	0.13
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	18 to 18	1	0.06
Pottsgrove High School	A Senior High School	A building in which General	Itinerant	Other Health Impairment	17 to 17	3	0.19

	Building	Education programs are operated					
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Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	9	0.5
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.22
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	17 to 17	3	0.16
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	14 to 15	2	0.11

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	3	0.27
Pottsgrove Middle School	A Middle School Building	A building in which General	Supplemental (Less Than 80% but More Than	Emotional Support	13 to 13	1	0.1

		Education programs are operated	20%)				
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	3	0.27
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	3	0.27
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 14	1	0.09

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.1
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	2	0.18
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	2	0.18
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	13 to 14	4	0.36
Pottsgrove Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	14 to 14	2	0.18

		programs are operated					
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Program Position #20*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	2	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	3	0.21
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.29
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 13	2	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	12 to 12	2	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	12 to 12	1	0.07

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.11
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	4	0.44
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 12	3	0.33
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	13 to 13	1	0.11

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	8	0.5
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	2	0.13
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	1	0.06
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	11 to 12	2	0.13

		are operated					
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	12 to 12	1	0.06
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.06

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	6	0.46
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.23
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	11 to 11	1	0.08
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	11 to 12	3	0.23

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	13 to 13	1	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	13 to 14	3	0.43
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	13 to 13	1	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Other Health Impairment	14 to 14	1	0.14
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 11	1	0.14

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	3	0.25
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.33
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	11 to 11	1	0.08

Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	11 to 11	3	0.25
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.08

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.1
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	12 to 13	5	0.5
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	12 to 13	3	0.3

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	1	0.07
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	1	0.06
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	14 to 14	1	0.07
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	11 to 13	3	0.18
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.18
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.06
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	13 to 13	1	0.06
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	12 to 15	5	0.31

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove Middle	A Middle	A building in	Supplemental	Learning	12 to	1	0.08

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	12		
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	4	0.33
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.08
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	12 to 13	5	0.42
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	13 to 13	1	0.08

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 5	2	0.09
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.04
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 5	1	0.04

Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	7	0.33
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 7	1	0.04
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Intellectual Disability	6 to 7	3	0.14
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	5 to 6	3	0.14
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	5 to 6	2	0.09
Ringling Rock Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	1	0.04

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	4	0.25

Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	5	0.31
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.06
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	7 to 8	4	0.25
Ringling Rocks Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	7 to 8	2	0.12

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	2	0.25
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.13
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	2	0.25

West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	6 to 6	1	0.12
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	5 to 7	2	0.25

Program Position #32*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP Needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Pottsgrove elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.1
West Pottsgrove elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	5	0.5
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.1
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	8 to 8	1	0.1
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Other Health Impairment	7 to 8	2	0.2

Program Position #33*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.44
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 8	4	0.44
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Intellectual Disability	6 to 6	1	0.11

Program Position #34*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	33	1

Program Position #35*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: IEP needs***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	2	0.11
Justification: only sees students in acceptable age range in speech groups							
West Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	14	0.78
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	2	0.11

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ringin Rocks elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	20	1

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 840 sq. ft.*Square footage of this classroom:* 840 sq. ft. (30 feet long x 28 feet wide)*Reason for the proposed change:* IEP needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	5	0.28
Pottsgrove Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	11 to 15	13	0.72

		operated					
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Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 850 sq. ft.*Square footage of this classroom:* 875 sq. ft. (35 feet long x 25 feet wide)*Reason for the proposed change:* IEP Needs**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	4	0.4
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	2	0.2
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 16	1	0.1
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	18 to 18	1	0.1
Pottsgrove High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Other Health Impairment	15 to 16	2	0.2

Program Position #39*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Pottsgrove Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	7 to 10	8	0.4

		operated					
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Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologists	Multiple buildings	4
Adaptive Physical Education	Multiple buildings	0.6
Supervisor of Special Education	District	1
Director of Pupil Services	District	1
Personal Care Assistants	Multiple buildings	42
Instructional Assistants	Multiple buildings	23
Social Workers	Multiple buildings	2
Board Certified Behavior Analyst	District	1
Speech Therapists	District	4

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Jessica Ferraro, Physical Therapist, individual contract	Outside Contractor	2.5 Days
Arla Murray, Occupational Therapist, Laprieziosa Occupational Therapy	Outside Contractor	2 Days
Stacey Row, Certified Occupational Therapy Assistant, Laprieziosa Occupational Therapy	Outside Contractor	4 Days
Berks Deaf and Hard of Hearing interpreter	Outside Contractor	5 Days
Bayada Nursing Service	Outside Contractor	5 Days
Erica Forney, Occupational Therapist, Laprieziosa Occupational Therapy	Outside Contractor	3 Days
Tracy Laprieziosa, Occupational Therapist, Laprieziosa Occupational Therapy	Outside Contractor	2 Days
Psychologist, US Medical	Outside Contractor	13 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	Multiple workshop offerings through the MCIU TAC Team and PaTTAN providers. Examples include Alternate Eligible Content for curriculum review, Pennsylvania Alternative System of Assessment (PASA) trainings, behavior and social skills training, functional behavior assessments and interventions, and assessment tools for autism identification. Evidence will be agendas and sign in sheets.
Person Responsible	Special Education Administrators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	15
Provider	SD, MCIU, PaTTAN
Provider Type	PaTTAN
PDE Approved	Yes
Knowledge Gain	Through ongoing training and professional development, we will broaden the knowledge base, intervention and assesment techniques, and instructional methodology to improve student outcomes.
Research & Best Practices Base	Ongoing training will allow our staff to be current in assessment and intervention protocol as well as aligned with state requirements.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>

	Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom

	environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data
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Behavior Support

Description	The District and Pupil Services Department provides behavior support training through various professional development offerings. We have a Certified Behavior Analyst on staff to provide ongoing deescalation and crisis intervention training and support. The MCIU provides professional development related to functional behavior assessments and intervention strategies. PaTTAN and the MCIU partner with the District for school-wide positive behavioral supports. Tom Stecher, educational consultant specializing in student assistance programs, works with Pupil Services staff to provide ongoing training for Social and Emotional interventions. Resiliency training are provided as well as corresponding curriculum. Paraprofessionals participate in PaTTAN webinars for behavior techniques.
Person Responsible	Pupil Services Administrators, Principals
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	15
# of Participants Per Session	15
Provider	SD, MCIU, PaTTAN
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Professional and paraeducators receive ongoing training to support the behavioral and social-emotional needs of students to improve academic performance.
Research & Best Practices Base	Research indicates that student social-emotional and behavioral needs must be met in order for students to fully access their educational program.
For classroom teachers,	Enhances the educator's content knowledge in the area of the

<p>school counselors and education specialists</p>	<p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops Department Focused Presentation Online-Asynchronous Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion Lesson modeling with mentoring</p>

	Journaling and reflecting
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

Paraprofessional

Description	The district provides a variety of professional development sessions to paraprofessionals. Examples of topics include mental health first aide, deescalation training, FBA and behavior intervention training, technology, autism. There are also opportunities for paraprofessional to obtain the required hours each year by participating in PaTTAN webinars which are specifically designed for paraprofessionals. The combination of both in house and on line options provides our paraprofessionals the opportunity to choice topics that are interesting to them and yet job related.
Person Responsible	Special Education Administrators
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	70
Provider	SD, MCIU, PaTTAN
Provider Type	Training provided by district, PaTTAN or MCIU
PDE Approved	Yes
Knowledge Gain	The will gain additional knowledge to assist with their ability to help students in the district.
Research & Best Practices Base	Trainings are aligned to best practices in the state. PaTTAN is aligned to state recommendations for paraprofessionals. Mental Health First Aid is a highly recommended training to help staff meet student

	needs.
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
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	Reflection of training on how information will be incorporated into their work with students.
Evaluation Methods	Survey of paraprofessional on the training topics and usefulness for their job.

Reading NCLB #1

Description	Continued implementation of RTI, tiered interventions and supports as well as ongoing curriculum review and inclusion of materials to target needs.
Person Responsible	Building principals, Curriculum & Instruction
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	9

# of Participants Per Session	75
Provider	SD, MCIU, PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Professional staff gain information, professional development and resources to enhance student learning.
Research & Best Practices Base	Continued alignment of curriculum to Common Core to increase student proficiency. Ongoing tiered interventions.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p>

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

Transition

Description	Indicator 13 compliance for IEP development along with coordinated transition activities.
Person Responsible	Special Education Administrators & Principals
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	15
Provider	SD, MCIU, PaTTAN
Provider Type	Combination of Pattan, MCIU, and school district
PDE Approved	Yes
Knowledge Gain	IEP teams responsible for transition planning gain knowledge about

	developing Present Levels of Functional Performance, collecting data and student surveys, developing goals, services and activities, and involving agencies in the transition process.
Research & Best Practices Base	IEP teams programming for students ages 14 and over are required to write and implement well-developed transition plans.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

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 Guided practice with IEP development
Evaluation Methods	Classroom student assessment data Review of IEPs

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