

East Penn SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

800 Pine Street
 Emmaus, PA 18049
 (610)966-8333
 Superintendent: Thomas Seidenberger
 Director of Special Education: Linda Pekarik

Planning Committee

Name	Role
Shannon Atkinson	Middle School Teacher - Special Education
Meredith Frantz	Administrator
Debra Kaplan	Elementary School Teacher - Special Education
Mary Kay Naunas	Ed Specialist - School Psychologist
Mark Neth	Ed Specialist - School Psychologist
Linda Pekarik	Special Education Director/Specialist
Bonnie Raub	Secondary School Teacher - Regular Education
Jamie Sanchez	Secondary School Teacher - Special Education
Krystel Scheller	Middle School Teacher - Special Education
Robin Urenko	Parent

Core Foundations

Special Education

Special Education Students

Total students identified: 1067

Identification Method

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

The East Penn School District follows federal and state regulatory guidelines for assessing students for specific learning disabilities. The district has a universal screening process that takes place three times per year for students in grades kindergarten through fifth. For those students who are not meeting benchmark grade-level indicators, research-based interventions are provided in order to address the area of deficit through the RtII process. For those students who are receiving interventions, a strategic progress monitoring system is provided to measure growth in the regular education curriculum. In addition, each elementary and middle school has an Instructional Support Team. These teams function with a degree of formality and assist teachers in meeting the needs of those students who are having learning or behavioral difficulties. Data team meetings are held on a regular basis to review and analyze universal screening data, state assessment data, and classroom data in order to determine the areas of deficit and to align the appropriate interventions to the areas of deficit. As a result of data team meetings, action plans are developed with specific strategies that are implemented and monitored for individual students. Over a specified period of time, if the action plan is unsuccessful and regular educational resources have been exhausted, the Instructional Support Team makes a referral to the Multidisciplinary Team. This referral begins the process for identification of exceptional students. At the secondary level, those students who are not making academic progress are referred to the school psychologist. The building principal, guidance counselor, parent, student, and school psychologist meet to discuss academic concerns and to develop an action plan for academic progress. The student is referred for formal testing should meaningful educational progress not be obtained through the action plan.

The East Penn School District uses a Discrepancy Model in the initial evaluation of a "thought to be" exceptional student for the identification of a specific learning disability (SLD). The SLD identification for the Discrepancy Model is "...a process that examines whether a student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement (Discrepancy Model) or relative to age or grade." (§14.125[a][2][ii]). The evaluation process is designed to assess the needs of the child and may consist of developmental, educational, and psychological components. This information is gathered by parents, teachers, specialists, professional support staff and related services providers which may include a speech therapist, physical therapist, vision therapist, hearing therapist, orientation and

mobility therapist, nurse, or occupational therapist. Additional assessments may include assessments or rating scales for social and emotional behavior, executive functioning, adaptive skills, short-term/working memory, phonetic skills, or language/vocabulary skill development. The results of the formal assessments along with parent and teacher input, observations, progress reports and response to instruction and intervention, if applicable are solidified and incorporated into the evaluation or reevaluation report.

The evaluation report brings together all information and findings concerning the educational needs and strengths of the student. The evaluation report makes recommendations as to whether the student is exceptional and makes suggestions regarding an appropriate educational program. Eligibility recommendations are based on the documentation of a severe discrepancy between cognitive ability and academic achievement. The identification process for a Specific Learning Disability includes the exclusionary factors of vision, hearing, or motor problems, emotional disturbance, environmental, intellectual disability, socioeconomic status, lack of instruction, cultural factors, inadequate rate of improvement or limited English proficiency. Team members have an equal opportunity to provide information to the multidisciplinary team process, agree or disagree with the recommendations and submit a dissenting opinion to be included in the multidisciplinary team evaluation report. The multidisciplinary team forwards the results of the evaluation report to the individual educational planning team and the Individual Educational Program (IEP) is developed to provide instructional goals, specially designed instruction and the related services as outlined in the evaluation report in accordance with the student's educational placement.

The East Penn School District has begun Pennsylvania Department of Education's (PDE) building application for approval process for Response to Instruction and Intervention (RtII). The approval is sought for identification for specific learning disabilities in reading for one elementary school during the 2014-15 school year.

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>

Not significantly disproportionate.

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?

Under Section 1306 of the Pennsylvania School Code, the East Penn School District is considered a host school district, the school district where the children's institution is physically located. East Penn School District is required to allow a nonresident student in a children's institution to attend the public schools in the district until the student receives a diploma or completes the school term in which they turn 21. Children's institutions include, among other residential settings, residential treatment facilities, licensed shelters, group homes, drug and alcohol treatment centers, and detention homes. (22 PA Code Section 11.18) As a host district we are responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a Free Appropriate Public Education (FAPE) for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with Section 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The East Penn School District follows the established policies and procedures as set forth in Purdon's Statute 24 P.S. Section 13-1308 in order to adhere to the residency requirements for meeting the needs of students who are considered 1306 students. As a host school district, our obligations are met by providing those students who reside in institutions and therapeutic foster care, and who are eligible for special education services with an appropriate individualized educational program that is consistent with federal regulations and Chapter 14 Pennsylvania regulations and standards.

The District ensures that a 1306 student identified with a disability receives a free and appropriate public education in the least restrictive environment by participating in IEP team meetings in order to make decisions with regard to programming, the development of IEP goals and objectives, behavioral interventions, and educational placement. The East Penn School District works collaboratively with the resident school district in order to develop each student's educational programming and placement.

The District has a central registration procedure in place that assists with processing the required paperwork for 1306 students. One barrier that sometimes exists during registration is that the prior district fails to send the most recent evaluation report and IEP to the school district. After registration, the special education department and the appropriate level special education supervisor receive notification of the 1306 enrollment. The district works collaboratively with agencies and school districts in order to secure the necessary documentation so that all 1306 students residing within the East Penn School District are ensured the same opportunity for FAPE and LRE as resident students.

Incarcerated Students Oversight

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

The East Penn School District collaborates with juvenile corrections institutions for those students who are incarcerated and eligible for special education services. Students have been placed at the following facilities: Allentown Secure Treatment Unit, Lehigh County Detention Center, Lehigh County Prison, Berks County Prison, or the Youth Forestry Camp. All students with disabilities or students who are thought to be exceptional receive a free and appropriate public education through individualized educational services in order to meet their needs. The school district's central office personnel, home school visitor, guidance counselors, supervisors of special education, principals, and assistant principals share educational records of specific students as deemed appropriate. The guidance counselor, supervisor and director of special education act as liaisons with juvenile probation officers and consult with agencies designated by each facility to locate, identify, and evaluate students.

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 goal of the East Penn School District is to consider the placement of every student in the general education setting with their peers before considering any non-inclusive environment or separate educational setting. The East Penn School District special education personnel have been trained to use the Supplementary Aids and Services (SaS) Toolkit which is a process that guides school teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings. The East Penn School District uses a philosophy that is consistent with the Least Restrictive Environment (LRE) principle

of the Individuals with Disability Education Act (IDEA) and we consider a full array of supplementary aids and services that make it possible for students with disabilities to be included in general education classrooms, non-academic, and extracurricular activities. Approximately 200 special and regular education teachers received training during the 2013 -2014 school year on how to implement supplementary aids and services consideration tools as a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student. The intended outcome of this training was to enhance participation and learning for a student with a disability in the general education classroom.

In the area of autism, the East Penn School District is dedicated to providing services within the Least Restrictive Environment (LRE) for all students on the autism spectrum. Autism Spectrum Disorders (ASDs) are a group of complex neurological developmental disabilities that are characterized by problems with communication, social interaction and patterns of interest and behavior. Symptoms of autism may range from mild to severe. ASDs affect all social classes, races, and ethnic groups. Autism spectrum disorders affect about 1 in 88 children. According to the Centers for Disease Control and Prevention, autism is almost five times more common among boys at a rate of 1 in 54, than among girls, where the rate is 1 in 252.

Each East Penn School District autistic support classroom teacher collaborates with the Pennsylvania Training and Technical Assistance Network (PaTTAN) as well as, the PaTTAN Autism Initiative, Applied Behavior Analysis Supports grant project funded through the Pennsylvania Department of Education, Bureau of Special Education. Within the East Penn School District, students requiring the most significant level of intervention including a highly supportive learning environment, supplemental interventions, highly trained staff, and specially designed instruction receive services within district operated autism support programs. The East Penn School District currently operates nine autism classrooms across the continuum of education from kindergarten through twelfth grade. There are four autistic support classrooms located at Wescosville Elementary School, three autistic support classrooms located at Howard A. Eyer Middle School, and two autistic support classrooms located at Emmaus High School. The continuum of services for autistic support in grades K-12 serves 63 students. Thirty-three students in grades K-12 are supported via learning support programs. Families of students with a diagnosis of autism are included in all aspects of the child's services, beginning with the initial evaluation and the development of the Individualized Educational Program (IEP), as well as ongoing progress monitoring. In order to meet the needs of our students with autism, the East Penn School District provides psychological services, social skills, work-based learning, community-based instruction, orientation/mobility, physical therapy and speech pathology services, behavior support, occupational therapy, physical therapy, and vocational transition services.

The PaTTAN Autism Initiative, Applied Behavior Analysis Supports is committed to facilitating our application of the theoretical constructs of B. F. Skinner's model of verbal behavior and current verbal behavior research to design language interventions in our classrooms. The PaTTAN Autism Initiative facilitates our provision of effective science-based interventions for children with autism incorporating Applied Behavior Analytic-based treatments. East Penn School District autistic

support classrooms receive consultation from PaTTAN Autism Initiative consultants on a regular basis. PaTTAN Autism Initiative consultants are Board Certified Behavior Analysts or Board Certified Associate Behavior Analysts. East Penn School District also provides consultative support to the classes through the district internal coach. The internal coach and autism teaching staff receive ongoing training through the PaTTAN Autism Initiative and work collaboratively with PaTTAN Autism Initiative consultants so that independent implementation of applied behavior analytic programming can occur in our classrooms.

Intensive training and analogue guided practice of teaching skills for applied behavior analytic interventions' incorporating an analysis of verbal behavior is provided by PaTTAN Autism Initiative consultants, PaTTAN Autism Initiative in-service trainings, as well as the Internal Coach. To insure fidelity in programming, the PaTTAN Autism Initiative conducts Site-Reviews/protocols established within the PaTTAN Autism Initiative ABA Supports twice each year. The Site Review process analyzes 59 points relevant to teaching students with autism and related developmental disorders and focuses on the following general categories: classroom organization, data systems, consultation/training process, inclusive practices, mand training, intensive teaching, natural environment teaching, group instruction, social skills training, and behavior interventions.

The SPP targets and the district's percentages in the Indicator 5 section for educational environments report for the 2013-2014 school year will indicate that the number of special education students placed outside of the district is 61. Students with disabilities that are placed outside of the district display significant needs where the supports and services cannot be provided in the traditional home school setting. Ten or less students fall into this category due to the need for hearing and deaf support and multiple disability support. Forty-one students are in out of district placements due to behaviors that are so significant they affect the health, safety and welfare of others. Eleven students receive multiple disabilities support through IU#21 contracted services. The East Penn School District is committed to serving students within district programs and provides a continuum of supports and services for students in grades K-12. The East Penn School District utilizes co-teaching as an educational practice to ensure that students with special needs are integrated into the regular education environment to the maximum extent appropriate. Every student's individualized education program is developed with standards based goals and objectives and supplementary aids and services that meet the student's individual needs. The District provides support for inclusionary practices through professional development during the annual Co-Teaching Academy and Supplementary Aids and Services curricular/planning training sessions. The use of an alternative curriculum or program is provided when a student's disability necessitates a functional curriculum.

Setting: 80% or more of the day in the regular education classroom:

For the 2010-11 school year 52% of East Penn students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 61.8% and the SPP Target is 65.0%. The East Penn School District was below the State rate by 9.8% and did not meet the target. The district did not meet the 65% or above criteria for the SPP target and scored 13% below the SPP

target.

For the 2011-12 school year 54% of East Penn students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 62.2% and the SPP Target is 65.0%. The East Penn School District was below the State rate by 8.2% and did not meet the target. The district did not meet the 65% or above criteria for the SPP target and scored 11% below the SPP target.

For the 2012-13 school year 56.6% of East Penn students with an IEP were served inside the regular education classroom 80% or more of the day. The State percentage is 62.1% and the SPP Target is 65.0%. The East Penn School District was below the State rate by 5.5% and did not meet the target. The district did not meet the 65% or above criteria for the SPP target and scored 8.4% below the SPP target.

Setting: Inside the regular education classroom less than 40% of the day:

For the 2010-11 school year 6.7% of East Penn students with an IEP served inside the regular classroom less than 40% of the day. The State percentage is 9.6% and the SPP Target is 8.0%. The East Penn School District was below the State rate by 2.9% and met the target. The district scored below the 8% SPP target by 1.3% and met the target.

For the 2011-12 school year 6.5% of East Penn students with an IEP served inside the regular classroom less than 40% of the day. The State percentage is 9.2% and the SPP Target is 8.0%. The East Penn School District was below the State rate by 2.7% and met the target. The district scored below the 8% SPP target by 1.5% and met the target.

For the 2012-13 school year 5.7% of East Penn students with an IEP served inside the regular classroom less than 40% of the day. The State percentage is 8.9% and the SPP Target is 8.0%. The East Penn School District was below the State rate by 3.2% and met the target. The district scored below the 8% SPP target by 2.3% and met the target.

Separate Facilities:

For the 2010-11 school year 1.8% of East Penn students with an IEP were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 4.3% and the SPP Target is 3.3%. The East Penn School District was below the State rate by 2.5% and met the target. The district scored below the 3.3% SPP target by 1.5% and met the target.

For the 2011-12 school year 1.9% of East Penn students with an IEP were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 4.5% and the SPP Target is 3.3%. The East Penn School District was below the State rate by 2.6% and met the target. The district scored below the 3.3% SPP target by 1.4% and met the target.

For the 2012-13 school year 2.5% of East Penn students with an IEP were educated in public or separate facilities and public or private separate residential facilities. The State percentage is 5.0% and the SPP Target is 3.3%. The East Penn School District was below the State rate by 2.5% and met the target. The district scored below the 3.3% SPP target by .8% and met the target.

To summarize, over the last three years the East Penn School District has not met the SPP target for the setting of 80% or more of the day in the regular education classroom. However, the district is making progress toward reaching the SPP target criteria of 65%. For the 2010-11 school year the district scored 13% below the SPP target; for the 2011-12 school year the district scored 11% below the SPP target; and for the 2012-13 school year the district scored 8.4% below the SPP target. The East Penn School District will continue to provide professional development in the area of inclusionary practices through its Co-teaching Academy, SaS Toolkit, and Stepwise training in an effort to meet the SPP target of 65%. The district's goal is to continue to increase the number of students with an IEP being served 80% or more of the day in the regular education classroom.

In addition to providing professional development for teaching staff and paraprofessionals the East Penn School District utilizes the definition and purpose of Supplementary Aids and Services to ensure placement in the LRE. "Supplementary aids and services means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §300.114 through §300.116." (34 CFR 300.42) 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. To that end, supplementary aids and services include modification to the general curriculum and [a child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modification in the general curriculum]. (34 CFR 300.116 (e))

The East Penn School District uses the Full Range of Supplementary Aids and Services (SaS) framework in considering supplementary aids and services for the subsequent four categories: Collaborative, Instructional, Physical, and Social-Behavioral. The following is a list of supplementary aids and services used by the district that allow students with disabilities to be successful in the general education curriculum.

- Scheduled time for co-planning and team meetings for teaching staff
- Guided support for team members in the use of assistive technology individual students
- Instructional arrangement of co-teaching to support collaboration
- Paraprofessional training to support inclusion
- Professional development related to collaboration – Co-Teaching Academy and Stepwise
- Modified/Functional curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials (e.g., materials on tape, large print, computer access)

- Providing assistive technology
- Changing method of presentation
- Providing instruction on functional skills
- Using reader services
- Instructional adaptations (e.g., preteaching, repeating directions, errorless teaching)
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
- Environmental Aids (e.g., classroom acoustics, heating, air conditioning)
- Social skills instruction
- Counseling supports
- Peer supports (e.g., facilitating friendships)
- Individualized behavior support plans

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.

The East Penn School Board Policy No. 249, Behavior Support Relating to Special Education Services and Programs includes the required regulatory components from the State Board of Education Regulations 22 PA Code Sec. 14.133, 14.143, Individuals With Disabilities Education Act 20 US.C. Sec. 1400 et seq., and Individuals With Disabilities Education, Title 34, Code of Federal Regulations - 34 CRF Part 300. The East Penn School Board Policy No. 249, Behavior Support Relating to Special Education Services and Programs includes three intervention levels that include the following: Level I - Proactive Classroom Management, Level II - Individual Management, Pro-Social Behavior, and Level III - Use of Restrictive Management. When every attempt has been made to use less restrictive interventions (Level I and Level II) for a student's behavior and those interventions have proven ineffective, it may be necessary that more restrictive interventions be utilized. Level III strategies include individualized behavior support plan utilizing positive, proactive intervention and negative consequences. Behavior support plans with Level III procedures outline that restraints are used only for behaviors that are dangerous to self, others or property and/or impede the learning environment for self and others.

The East Penn School Board Policy No. 249, Behavior Support Relating to Special Education Services and Programs includes Title 22 Sec. 14.133, Regular Program of Training. It states that the Superintendent or his/her designee shall provide for the regular training and retraining, as needed,

of personnel in the use of specific procedures, method and techniques that those personnel will be expected to employ in the implementation of behavior support plans in accordance with a student's IEP and Board Policy No. 249. When a restraint is used, a meeting of the IEP team is held within ten school days of the inappropriate behavior causing the use of the restraint, unless the parent agrees in writing to waive the meeting. After a restraint, the parent/guardian will be contacted by telephone and/or email, followed up with an Incident Notice letter with the following information: Date of Notice, Student Name, Date of Incident, Student ID number and the following letter:

Dear Parent/Guardian: In response to the incident occurring with your child on the above date, it was deemed necessary, as a last resort that Crisis Prevention Intervention strategies be implemented to ensure the care, welfare, safety and security of all people involved. A detailed restraint report describing this incident is enclosed for your review. The East Penn School District is committed to providing a safe environment that is conducive to learning for all students that we serve. To this end, steadfast planning and parental support plays an integral part in allowing us to meet this goal. We would like to invite you to attend a meeting and engage in this planning process. At this meeting we will review the incident and develop an action plan to address your child's needs, thereby reducing the chances that such an incident will reoccur. Options that will be considered at the meeting include: a functional behavior assessment, evaluation/reevaluation, a new or revised Positive Behavior Support Plan, and/or a change of placement. In accordance with Chapter 14, Regulations, 14.133, the district is required to convene the IEP team within ten days of the date of the incident unless the parent agrees in writing to waive the meeting.

Behavior support plans are based on a functional behavior assessment and positive behavior techniques are included in the behavior support plan. The behavior support plan is developed by the IEP team and becomes part of the student's IEP. The plan includes positive techniques to shape the student's behavior ranging from positive verbal reinforcement to tangible rewards.

The East Penn School Board Policy No. 249, Behavior Support Relating to Special Education Services and Programs outlines the strategies for Positive Behavior Support as follows:

- Level I - Proactive Classroom
 1. Effective teaching practices
 2. Frequent monitoring
 3. Clear rules and procedures
 4. Social praise
 5. Classroom management system
 6. Proximity control
 7. Positive reinforcement

8. Cueing
 9. Role playing
 10. Verbal instruction
- Level II - Individual Management, Pro-Social Behavior
 - Level III - Use of Restrictive Management.

The East Penn School District employs Positive Behavior Support as the primary method of addressing problem behavior; however, if at any time a restraint is used on an Individual with Disabilities Education Act (IDEA) eligible child, the incident is reported to the Pennsylvania Department of Education. The Restraint Information System of Collection (RISC) website <https://apps.leadingservices.com/ric> is used to maintain and report data on the use of restraints in the East Penn School District. The district employs the use of a restraint incident report data sheet to report the use of a restraint.

The specific strategies of positive behavior support, in conjunction with the teaching of socially acceptable alternative skills are used for those students' whose behavior plans include the use of restraints. All behavior plans include: (a) Antecedent (prevention) strategies, (b) Replacement behavior, (C1) Consequences (reinforcement) for when the student performs the replacement behavior, and (C2) Consequences (including procedures to follow) when the student performs the behavior of concern. A team-based proactive approach to teach, monitor, and support appropriate school behavior for all students; school-wide positive behavior support has a focus on prevention of problem behavior for all students at the school-wide classroom, non-classroom, and individual levels.

Only those individuals trained in and provided with a program completion card for Nonviolent Crisis Intervention® (CPI) are authorized to use a restraint. The restraint is to be used only for behaviors that are dangerous to self, others or property and/or impede the learning environment for self and others. The Nonviolent Crisis Intervention® program is a safe, behavior management system; however while considered a last resort, physical intervention procedures are taught as part of the program to provide staff with the skills and the confidence to safely handle emergency situations.

Any physical intervention is used only when all other options in the student's positive behavior intervention plan have been exhausted and when the student is a danger to self or others. All staff are trained to follow the positive behavior support procedures outlined in the East Penn School Board Policy No. 249, Behavior Support Relating to Special Education Services and Programs. The key components of Positive Behavior Support include the following:

- Research-based behavioral and instructional principles
- PBS builds upon the strengths of the school
- Focuses on the critical link between instruction and desired student behavioral outcomes

- Data-driven decision making is the key to the design and sustainability of the behavior plan
- Emphasis on positive climate
- Comprehensive design using a variety of supports
- Proactive and preventative
- Ultimate purpose is student achievement

In the nonviolent crisis intervention training a prone restraint is considered to be dangerous and not to be used in educational programs. All special education teachers are taught that in accordance with §14.133(c) the use of prone restraints, a restraint in which a student is held face down on the floor is prohibited in educational programs. When a student is referred to law enforcement, an IEP meeting is held, the functional behavioral assessment is updated or developed, and a Positive Behavior Support Plan is developed/revised by the team. In accordance with §14.133(h) subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan shall be required. In an effort to provide additional behavioral support services, East Penn School District psychologists are designated district facilitators of RtII school-wide positive behavioral support training provided through PaTTAN. Over the last three years, three elementary school teams have participated in nine training sessions held at the Carbon Lehigh Intermediate Unit #21.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The East Penn School District works with the interagency coordinators of Lehigh County and they act as a liaison among our educational entities, community agencies and the families in providing assistance in planning and managing the interagency process. The East Penn School District has been successful in providing appropriate placements for all students. These placements include Vanguard, Camp Hill, Pennsylvania School for the Deaf, Marie Katzenbach School for the Deaf, Melmark, Centennial, St. Joseph's Center, Behavioral Health Associates, Abraxas, Lehigh Learning Academy and Devereux. District personnel work closely with the Carbon Lehigh Intermediate Unit #21, Lehigh County agencies, and private providers in an effort to ensure that eligible students receive a free and appropriate public education (FAPE). The district has employed the assistance of the Lehigh County

Child and Adolescent Service System (CASSP) interagency coordinators to help facilitate residential placements or to facilitate the collaboration between families, outside agencies, and the school district. In addition, the East Penn School District works with the office of intellectual disabilities, juvenile probation, drug and alcohol treatment facilities, and child protective services in order to identify treatment programs and services for students with diverse needs.

The East Penn School District has students for whom it has had difficulty locating a program to ensure the provision of a free and appropriate public education (FAPE); however the district works with Carbon Lehigh Intermediate Unit #21 and the Pennsylvania Child and Adolescent Service System Program (CASSP) to provide educational and behavioral health services from the least restrictive to the most restrictive environment. Therefore, the East Penn School District works in collaboration with the CASSP in order to provide programming options and out of district placements for students who have multisystem services. A district representative attends all CASSP meetings either in person or via a phone conference. The interagency coordinators and school district personnel collaborate in order to create a comprehensive, community based, need-driven system of services and supports to help the child and family reach their goals. During the interagency meeting all team members involved assist to identify specific strengths and barriers that a child and family are experiencing in behavioral, emotional, cognitive/learning, social, and other domains in order to eliminate barriers to a placement resolution. In conclusion, the district utilizes the regional interagency coordinators to assist in interagency planning to mitigate and/or eliminate barriers to determine a placement resolution.

The East Penn School District is committed to providing a free and appropriate public education (FAPE) and will continue to expand its continuum of services as necessary in order to ensure that students make meaningful educational progress. Careful consideration is given to the individual needs of all students and the district provides a continuum of services for learning support, emotional support, autistic support, life skills and speech and language programs. The percentage of special education enrollment for the disability category of autism has risen from 4% of the district's special education population in the 2005-2006 school year to 10.3% in the 2012-2013 school year; this is 2.3% higher than the State enrollment average in the 2012-2013. Therefore, the East Penn School District is committed to expanding its autistic support programs in order to meet this rising need. In addition, learning support, emotional support and speech and language support programs will be expanded over the next three years based on district enrollment.

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.

East Penn School District's Office of Student Services provides programs and services according to PA Chapter 14 and the Individuals with Disabilities Education Improvement Act (IDEA) 2004. The Special Education staff in the East Penn School District utilizes a collaborative approach to educating students with disabilities. As a school district, we are committed to developing inclusive programs

that are delivered in the general education environment through weekly co-planning meetings between general and special education teachers. At the middle and high school levels a co-teaching model is utilized. At the elementary level, the special and regular education teachers utilize inclusion planning meetings monthly and collaborate weekly in order to ensure that the regular education curriculum is being delivered with the appropriate supplementary aids and services for those students who participate in the general education environment. For the elementary, middle and high school special education programs, the goal is to improve students' ability to function in academics, communication, social skills, and behavior in order to gain meaningful educational benefit and fundamental living skills so that our special education programs are in alignment with the district's mission and vision statements: The East Penn School District will provide a learning environment in which students become problem solvers, collaborators and critical thinkers; and the East Penn School District will empower students to maximize their individual potential and become lifelong learners and contributors to a global society. For special education students who are learning disabled and in need of direct and explicit instruction, replacement reading and mathematics curricula are utilized. The district's replacement programs are aligned with the Pennsylvania Core Standards. Related services are provided at all levels that include: behavior support, speech and language, occupational therapy, physical therapy, nursing services, psychological services, itinerant vision and/or hearing support, audiological services, orientation and mobility, specialized transportation, work based learning, adaptive physical education, interpreter services and assistive technology services.

The special education programs in the East Penn School District provide assistance to students who are evaluated in accordance with Section 300.530-300.536 of the federal regulations and determined to be eligible for special education services defined as follows: Autism, Deaf-blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment including Blindness. The East Penn School District provides a continuum of placement options in its seven elementary schools, two middle schools, and one high school which ensure the implementation of the individual program design as specified in the student's IEP. Special education services are provided by certificated special education teachers and trained paraprofessionals. The East Penn School District is committed to providing special education services to students in their home school whenever possible. Related services and supplementary aids are provided throughout every school in the district. The district provides specialized and concentrated services beyond those available in neighborhood schools for students with extraordinary needs. The district has two elementary emotional support programs, two middle level emotional support programs, and two high school level emotional support programs. All of the emotional support programs have a strong behavioral component embedded into each student's program, as well as counseling, social skills and direct instruction. Additional specialized programs include our elementary autistic support programs, three middle level autistic support programs, and two high school autistic support programs. The East Penn School District participates in the Pennsylvania Autism Initiative and it provides only evidence-based interventions for students with autism.

The highlights of special education programs and services available to students with disabilities include the following:

- Scientific researched and validated programs
- Full continuum of programs for students with Autism
- Full continuum of programs for students with Emotional Disturbance
- Full continuum of programs for students with Learning Disabilities
- Full continuum of programs for students with Speech and Language Disabilities
- Certified and highly qualified professionals
- Trained paraprofessionals: CPI, CPR, First Aid, Confidentiality, Behavior Support
- Behavior Support contracted through IU #21
- School-based mental health services contracted through IU #21
- Home-School Visitor to support families
- Effective Positive Behavior Support Program
- Comprehensive Early Intervention Transition to kindergarten process
- Response to Instruction and Intervention in seven elementary schools
- Collaborative and co-teaching partnerships grades K-12
- Transition to the World of Work in collaboration with IU #21 job coaches through Work Based Learning
- High school students with disabilities may achieve their graduation requirements through participation in Learning to *Succeed* which is an alternative education program
- East Penn School District's Cyber Learning Program is available to eligible students with disabilities who are currently attending an out of district cyber charter school
- Lehigh Career & Technical Institute (LCTI) prepares students to enter the job market and for post-secondary education
- LCTI Service Occupation Cluster (SOC) prepares students in curricular areas such as: Building Trades Maintenance, Indoor/Outdoor Maintenance/Landscaping, Food Service, Material Handling and Hospitality Services.

Elementary Special Education Programs

The supervisor of the elementary special education programs collaborates with early intervention staff in order to transition children from pre-school services to school district special education services as mandated under IDEA. East Penn School District maintains the process of

Child Find activities as mandated under the Individuals with Disability Education Act (IDEA) and assesses children for eligibility of special education and related services. The district provides a continuum of educational placements for elementary level students based on the least restrictive environment.

Secondary Special Education Programs

The Middle and High School Special Education Programs provide educational services for students in the least restrictive learning environment. East Penn School District provides a continuum of placement options in its two middle schools and one high school which ensures individual program design as specified in the student's Individualized Education Program (IEP). The middle and high school educational program initiates the transition focus to help the students achieve their goals for life after graduation. Emphasis for the secondary programs is based on collaboration with agencies, home and school support, adapted curriculum, vocational education, part-time work experience, individualized programming and transition planning for post graduation. Services for students unable to attend school due to long-term suspension or expulsion are provided through out of district placements.

The Work-Based Learning Program through Intermediate Unit #21 offers students the opportunity to develop job related skills by working on-site at businesses in the Lehigh County. Students work under the supervision of job coaches, with the ultimate goal of having the students work without supervision and finding employment after graduation.

Learning to Succeed (LTS) is the alternative education program in the East Penn School District. It is designed to help students in grades 11-12, who, for various reasons, have shown that they are unable or unwilling to succeed in a traditional school setting. LTS offers a more personal and informal atmosphere, smaller classes, and a curriculum that ensures flexible learning and relevancy for meeting the needs of each student. Through participation in the LTS alternative education program each student will have the opportunity to develop his/her full potential academically, physically, creatively, and socially in an environment that employs non-traditional instructional activities and programming.

Speech-Language Pathology

Speech/Language Services assess and treat the communication disorders of articulation, language, voice, and stuttering for students ages 5 through 21. Services are provided through direct contact with students and through consultation with teachers and/or parents and include a combination of classroom-based instruction, consultation services, group and individual therapy. Speech pathologists work collaboratively with the other members of the school team to ensure that students with communication disabilities have full participation in the learning environment and experience academic success. Effective communication skills are fundamental to children and emphasis is placed on parental involvement, coordination with classroom teachers, augmentative communication and specialized instruction.

Counseling Services

School District professional school counselors assist with providing programs, services, and activities to meet the academic, career, and personal/social needs of students from kindergarten through twelfth grades as guided by the East Penn School District's comprehensive school counseling program. School counselors are an integral part of the educational team and assist students, parents, and teachers with transition plans from elementary level to secondary level educational programs. Each year transition meetings and building level field trips are held for those students who need transition assistance into middle and high school level programs.

Psychological Services

School District psychologists assess any student referred because of significant academic, behavioral and/or social-emotional problems. School psychologists provide services to students, teachers and/or parents through classroom consultation and short-term counseling. Parents must give initial consent for any psychological evaluation which may be requested by the parent or other members of the school team. School psychologists provide professional resources and consultative services to school district teams. In addition, school psychologists work with the team to develop behavioral interventions, crisis intervention/prevention, suicide awareness, grief counseling, behavior, attention issues, violence prevention, and awareness of autism in the community. The emphasis of the psychological services is in the areas of diagnostic assessment, counseling, consultative services and behavior management.

Nursing Services

School District nurses provide the health services required at school so students can access and benefit from their educational program. Special nursing services are treatments prescribed by the student's physician which are necessary during the school day for the student to attend school. The school nurse assists parents with the required physician authorization for nursing treatments and collaborates with the parent and physician to accommodate authorized health treatments at school. Nursing interventions for students with health problems supports the educational staff in providing a safe instructional program which also meets the health needs of children. The school health services program strives to provide accessible health services to ensure an optimal educational opportunity for every child.

Intermediate Unit # 21 Contracted Services

East Penn School District contracts with Carbon Lehigh Intermediate Unit #21 to provide the following services:

- Occupational Therapy is provided through the intermediate unit and services are provided through direct, consultative or collaborative services to special education students of school age 5

through 21, who need assistance with hand function, oral-motor function, sensory-motor skills, and other accessibility needs in order to be successful in the school environment. Therapists work collaboratively on school-based teams to ensure each student barrier-free access to and participation in learning. Occupational therapy has an emphasis on screening, evaluation, direct services and consultation.

- Physical Therapy is provided through the intermediate unit and services include direct consultative/collaborative services to special education students, ages 5 through 21, who need assistance with mobility, positioning, and/or accessibility in order to be successful in the school environment. Therapists work collaboratively on school-based teams to ensure each student barrier-free access to and participation in learning.
- Assistive Technology supports for school teams are provided through the intermediate unit by completing an Assistive Technology/Augmentative Communication referral form. An assessment is then conducted and consultants train and provide resources on assistive technology issues and devices as well as maintaining the equipment. They consult with teams on supporting curriculum with assistive technology and on planning individual student programs. Training for student support is offered in the areas of: augmentative communication, computer access, environmental control, and written expression/alternative writing.
- Work-Based Learning Program offers students the opportunity to develop job related skills by working on-site at businesses in the area. Students work under the supervision of work experience assistants, with the ultimate goal of having the students work without supervision and finding employment after graduation. Project SEARCH High School Transition Program is a unique one year school-to-work program that takes place entirely at the workplace, a local business in the community. The program provides real-life work experience based on the individual's preferences and interests. The student intern must be in his/her last year of high school and has completed all school district academic requirements and/or IEP goals.

In addition, Vision Services, Hearing Services, Interpreters, Audiological Services, and Orientation and Mobility Services are contracted through the Carbon Lehigh Intermediate Unit #21.

Training

As stated in the Strategic Plan, the East Penn School District will foster professional growth and provide opportunities to enhance the performance of the entire employee team, so as to be consistent with student, educator, building, and district needs. Through a variety of district and building-based professional development sessions, the goal is to provide all faculty members and support staff with opportunities to enhance their knowledge, skills, attitudes, and beliefs in order to foster a learning community that positively impacts student learning. Each school year the district has a total of 48 hours of required professional development for teaching staff and 20 hours of required professional development for paraprofessional staff. All participants are required to

complete all course activities and must complete an online evaluation form within 30 days of the professional development session. Over the last two school years, the district has provided 160 training sessions on topics regarding special education for special education staff. The East Penn School district has developed an online special education parent training institute and also offers various on-site training opportunities for parents.

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
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			Placed
The Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing Support	1
Marie Katzenbach School for the Deaf	Out-of-State Schools	Hearing and Deaf Support	1
Camp Hill	Approved Private Schools	Autistic Support	1
Vanguard School	Approved Private Schools	Autistic Support	1
Centennial School	Approved Private Schools	Emotional Support	1
St. Joseph's Center	Other	Multiple Disabilities	1
Palmerton Alternative Education (IU #21 Program)	Special Education Centers	Emotional Support	6
Parkland School District - Parkland High School (IU #21 Program)	Neighboring School Districts	Deaf and Hard of Hearing	1
Parkland School District - Weisenberg Elementary (IU #21 Program)	Neighboring School Districts	Multiple Disabilities	2
Southern Lehigh School District - High School (IU #21 Program)	Neighboring School Districts	Emotional Support	7
Allentown Center Learning and Adjustment School (IU #21 Program)	Special Education Centers	Emotional Support	7
Lehigh Learning and Adjustment School (IU #21 Program)	Special Education Centers	Emotional Support	11
Devereux	Approved Private Schools	Autistic Support	1
Whitehall School District - High School	Neighboring School Districts	Life Skills	1
Behavioral Health Associates	Special Education Centers	Emotional Support	2
Palmerton School District - Towamensing Elementary School (IU #21 Program)	Neighboring School Districts	Emotional Support	1
Abraxas Center	Special Education Centers	Emotional Support	1
Carbon Learning and Adjustment School (IU #21 Program)	Special Education Centers	Emotional Support	2
Lehigh Learning Academy	Special Education Centers	Emotional Support	2
Catasauqua School District - Catasauqua High School (IU #21 Program)	Neighboring School Districts	Multiple Disabilities	2
Parkland School District - Parkland High School (IU #21 Program)	Neighboring School Districts	Multiple Disabilities	1
Salisbury School District - High School (IU #21 Program)	Neighboring School Districts	Multiple Disabilities	1
Melmark	Approved Private	Autistic Support	1

	Schools		
Parkland School District - Springhouse Middle School (IU #21 Program)	Neighboring School Districts	Multiple Disabilities	4
Parkland School District - Springhouse Middle School (IU #21 Program)	Neighboring School Districts	Deaf and Hard of Hearing	2

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 9	5	1

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Macungie Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	7	1

Program Position #3

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Emmaus High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	8	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Alburtis 2799-02a	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	13	0.75
Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language sessions.							
Shoemaker - 2799-02b	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 11	5	0.25

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Alburtis - 2799-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	13	0.5
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							
Alburtis - 2799-01	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	12	0.5
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-01	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	8	0.62
EHS - 2809-01	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 18	4	0.3
EHS - 2809-01	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 16	1	0.08

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-03	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 20	5	1
Justification: Students are grouped appropriately within the 3 year age variance for instruction during autistic support sessions.							

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-02	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	11	0.73
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							
EHS - 2809-02	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	4	0.27

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-05	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.69
EHS - 2809-05	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	0.31

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-06	A Senior	A building in	Itinerant	Learning	20 to	1	0.11

	High School Building	which General Education programs are operated		Support	21		
EHS - 2809-06	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 20	8	0.89
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-07	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	9	0.82
Justification: Students are grouped appropriately within the 3 year age variance for instruction during emotional support sessions.							
EHS - 2809-07	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 17	2	0.18

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-08	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	9	0.56
EHS - 2809-08	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	7	0.44

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-09	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 20	12	1

		operated					
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-10	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	10	0.67
EHS - 2809-10	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	5	0.33

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-11	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 20	14	0.93
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							
EHS - 2809-11	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 16	1	0.07

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-12	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 18	1	0.13
EHS - 2809-12	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 18	7	0.87

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-13	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	7	0.54
EHS - 2809-13	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	6	0.46

Justification: Students are grouped appropriately within the 3 year age variance for instruction during autistic support sessions.

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-14	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 21	8	1

Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-15	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	11	0.73
EHS - 2809-15	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 16	4	0.27

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-16	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 18	12	0.75

		operated					
EHS - 2809-16	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 18	3	0.19
EHS - 2809-16	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	16 to 16	1	0.06

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-17	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	7	0.44
EHS - 2809-17	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	9	0.56

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-18	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.79
EHS - 2809-18	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	3	0.21

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-19	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	14	0.88
EHS - 2809-19	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	15 to 16	2	0.12

	School Building	Education programs are operated	but More Than 20%)				
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Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-20	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.73
EHS - 2809-20	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 16	4	0.27

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
EHS - 2809-04	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 20	4	0.06
Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.							
EHS - 2809-04	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	14 to 20	56	0.86
Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.							
EHS - 2809-04	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Speech and Language Support	14 to 20	5	0.08
Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and support sessions.							

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-01	A Middle	A building in	Itinerant	Learning	12 to	4	0.33

	School Building	which General Education programs are operated		Support	13		
Eyer - 7560-01	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	8	0.67

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-02	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	5	1

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-03	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	2	0.18
Eyer - 7560-03	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 14	9	0.82

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-04	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	14	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-05	A Middle School	A building in which General	Supplemental (Less Than 80%)	Learning Support	11 to 14	18	1

	Building	Education programs are operated	but More Than 20%)				
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Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-08	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	8	0.62
Eyer - 7560-08	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	5	0.38

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-09	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	3	0.38
Eyer - 7560-09	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	2	0.25
Eyer - 7560-09	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 13	3	0.37

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-10	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	6	1

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-11	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	3	1

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-13	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	13	1

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-14	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	2	0.22
Eyer - 7560-14	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 14	7	0.78

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson - 2808-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	0.3
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							
Jefferson - 2808-01	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 11	14	0.7
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning							

support sessions.

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jefferson - 2808-02a	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	12	0.5

Justification: Students are grouped appropriately within the 3 year age variance for instruction during Speech and language support sessions.

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln - 2802-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	9	1

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln - 2802-02	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	8	0.8
Lincoln - 2802-02	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	2	0.2

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln - 2802-03	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	8 to 10	6	0.55

		operated					
Lincoln - 2802-03	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 10	5	0.45

Program Position #42*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lincoln 2808-02b	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	35	0.5

Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.

Program Position #43*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-01	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	9	1

Program Position #44*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-02	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	4	0.27
LMMS - 7559-02	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	11	0.73

Program Position #45*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-03	A Middle School	A building in which General	Supplemental (Less Than 80%)	Learning Support	13 to 14	13	1

	Building	Education programs are operated	but More Than 20%)				
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Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-04a	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	31	0.8

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-05	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	9	0.6
LMMS - 7559-05	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	6	0.4

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-06	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	12	1

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-07	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	12	1

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LMMS - 7559-08	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	6	0.46
LMMS - 7559-08	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 14	7	0.54

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Macungie - 2804-02	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	0.2
Macungie - 2804-02	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 10	12	0.8
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Macungie - 2804-03	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 11	16	0.84
Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.							
Macungie - 2804-03	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 10	3	0.16

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Macungie - 2804-04	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 11	8	1

Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.

Program Position #54

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Macungie - 2804-05	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	2	0.11
Macungie - 2804-05	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	17	0.89

Program Position #55

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shoemaker - 5239-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.08
Shoemaker - 5239-01	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 12	12	0.92

Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.

Program Position #56

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Shoemaker - 5239-02	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	46	1

Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.

Program Position #57

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shoemaker - 5239-03	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 11	9	0.82
Shoemaker - 5239-03	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	0.18

Program Position #58

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shoemaker - 5239-04	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 9	7	0.88
Justification: Students are grouped appropriately within the 3 year age variance for instruction during emotional support sessions.							
Shoemaker - 5239-04	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 7	1	0.12

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shoemaker - 5239-05	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	5 to 8	5	0.56

		programs are operated					
Shoemaker - 5239-05	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 8	4	0.44

Program Position #60*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-01	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	0.5
Wescosville - 4827-01	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 10	3	0.5

Program Position #61*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-02	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	6	0.35
Wescosville - 4827-02	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	11	0.65

Program Position #62*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-04	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.08

Wescosville - 4827-04	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 10	12	0.92
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Program Position #63*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-06	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 8	3	0.38
Wescosville - 4827-06	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 8	3	0.37
Wescosville - 4827-06	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 8	2	0.25

Program Position #64*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 8133-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	31	1

Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.

Program Position #65*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 8133-02	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	8	0.5
Willow - 8133-02	An	A building in	Supplemental	Learning	7 to 9	8	0.5

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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Program Position #66*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 7559-04b	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	16	0.2

Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language support sessions.

Program Position #67*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 8133-03	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.5
Willow - 8133-03	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 12	7	0.5

Program Position #68*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 8133-04	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 5	2	0.17
Willow - 8133-04	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	10	0.83

Justification: Students are grouped appropriately within the 3 year age variance for instruction during learning support sessions.

Program Position #69*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Willow - 8133-05	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	4	1

Program Position #70*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-06a	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	2	0.25
Eyer - 7560-06a	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 14	4	0.25

Program Position #71*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-06b	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	5	0.5

Program Position #72*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-07a	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	3	0.25
Eyer - 7560-07a	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	0.25

Program Position #73*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-12	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 13	6	1

Program Position #74*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Macungie - 2804-01	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	27	1

Justification: Students are grouped appropriately within the 3 year age variance for instruction during speech and language sessions.

Program Position #75*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-03	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	16	0.94
Wescosville - 4827-03	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	9 to 9	1	0.06

Program Position #76*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-05	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	6	0.4

Wescosville - 4827-05	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	9	0.6
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Program Position #77*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville 4827-07	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	14	0.88
Wescosville - 4827-07	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	6 to 7	2	0.12

Program Position #78*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eyer - 7560-07b	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	3	0.25
Eyer - 7560-07b	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	1	0.08
Eyer - 7560-07b	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 13	2	0.19

Program Position #79*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville-4827-08	An Elementary School Building	A building in which General Education programs are	Itinerant	Autistic Support	5 to 6	7	0.7

		operated					
Wescosville-4827-08	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 7	3	0.3

Program Position #80*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wescosville - 4827-09	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 6	2	0.25
Wescosville - 4827-09	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 8	6	0.75

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	East Penn School District Administration Building	1
Supervisor of Special Education - Elementary Level	East Penn School District Administration Building	1
Supervisor of Special Education - Middle Level	East Penn School District Administration Building	1
Supervisor of Special Education - High School Level	East Penn School District Administration Building	1
School Psychologist	Willow Lane Elementary School and Alburdis Elementary School	1
School Psychologist	Jefferson Elementary and Lincoln Elementary	1
School Psychologist	Wescosville Elementary School	1
School Psychologist	Shoemaker Elementary and Macungie Elementary	1
School Psychologist	Lower Macungie Middle School and Eyer Middle School	1
School Psychologist	Emmaus High School	1
Home School Visitor	Administration Building	1
Guidance Counselor	East Penn School District	20

Paraprofessionals	East Penn School District	145
Director of Student Services	East Penn School District Administration Building	1
Nursing Services	East Penn School District	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	1 Days
Orientation and Mobility	Outside Contractor	1 Days
Psychologist	Outside Contractor	2 Days
Physical Therapy	Intermediate Unit	5 Days
Occupational Therapy	Intermediate Unit	5 Days
Transportation	Outside Contractor	5 Days
Psychiatric Evaluations	Intermediate Unit	1 Hours
Interpreter	Intermediate Unit	5 Days
Adaptive Physical Education	Intermediate Unit	5 Days
Psychological Evaluations	Intermediate Unit	5 Days
Work Based Learning	Intermediate Unit	5 Days
Behavioral Support Services	Intermediate Unit	5 Days
Audiological Services	Intermediate Unit	5 Days
Physical Therapy	Outside Contractor	2 Days
Hearing Support Services	Intermediate Unit	5 Days
Nursing Services	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p><u>Session Description:</u> Professional development sessions will provide intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Research based practices and protocols established within the PaTTAN Autism Initiative ABA Supports will be taught. The focus will be on skills related to teaching students with autism and related developmental disorders. Training will involve participants demonstrating skills related to identifying the verbal operants and other ABA concepts, developing card sort systems for teaching, demonstrating procedures for intensive teaching (discrete trial instruction) and basic data collection skills. Establishing instructional control and reducing problem behavior will also be discussed. Participants will be required to demonstrate acquisition of conceptual skills through brief oral assessments, participate in active responding and competency check skill demonstration of various teaching protocols. (Three sessions will be offered per year)</p> <p><u>Session Description:</u> When teaching children with autism, intensive teaching sessions should include a mix of different skills (verbal, non-verbal, functional, and sensory geared) in a fast-paced approach. This session will allow participants to learn about the importance of mixing and varying instructional demands when working with children with autism. The participants will participate in group problem-solving activities. The participants will also participate in a make –n- take activity. (Two sessions will be offered per year)</p> <p><u>Session Description:</u> This one hour parent training session on manding will provide parents with intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. It will review protocols established within the PaTTAN Autism Initiative ABA Supports. Focus will be on skills related to teaching students with autism and related developmental disorders. The one hour training will involve participants demonstrating skills related to requesting/manding. The parents will have a general understanding of the reasons for teaching manding, a general definition of manding, the concept of motivation and how it is crucial for manding and the teaching techniques</p>
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	involved. (One session will be offered per year)
	<p><u>Session Descripton:</u> This professional development session will provide information on using Social Stories. Social Stories are an intervention widely used with individuals with Autism Spectrum Disorder. Each story is designed to teach students how to manage their own behavior during a specific social situation by describing where the activity will take place, when it will occur, what will happen, who is involved, and why the student should behave in a certain way. Social Stories are presented in a visual story format which are personalized and tailored to each individual student as it pertains to their needs. Social Stories are made up of several different types of sentences (descriptive, perspective, directive, affirmative, cooperative, control, and partial) that are presented in positive language to encourage positive behaviors. (Two sessions will be offered per year)</p> <p><u>Session Description:</u> This professional development session will provide the participant with an Introduction to Social Thinking. Participants will explore the development of the social mind and discuss the different levels of social learning challenges and how they impact a person across the school and home day and into the adult years. (One session will be offered per year)</p>
Person Responsible	Dr. Linda Pekarik
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	27
# of Participants Per Session	30
Provider	East Penn School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Objectives for intensive training and analogue guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior.</p> <ol style="list-style-type: none"> 1. Participants will name verbal operants observed in a teaching session at a rate of at least 20 per minute during a one minute timing. 2. Participants will demonstrate use of a card sort system to guide

	<p>intensive teaching procedures.</p> <ol style="list-style-type: none"> 3. Participants will state basic procedures to establish instructional control. 4. Participants will demonstrate the teaching protocol for basic intensive teaching of verbal operants including fast pace presentation of trials, mixed and varied instruction, effective use of variable ratio schedule of reinforcement, and fluent student responding. 5. Participants will accurately state and demonstrate errorless teaching procedures for intensive teaching protocol. 6. Participants will accurately state and demonstrate error correction procedures for intensive teaching protocol. 7. Participants will demonstrate use of appropriate prompt procedures. 8. Participants will identify and complete basic data collection procedures including cold probe for intensive teaching targets, mand cold probe procedures, and mand frequency. <p>Objectives for Ways to Mix and Vary Instruction and generalization when working with children with Autism.</p> <ol style="list-style-type: none"> 1. Participants will be able to discuss the importance of mixing and varying instructional demands. 2. Participants will be able to identify how demands were mixed and varied after watching exemplar video clips. 3. When given a skill participants will be able to create a list of ways to mix and vary the skills. <p>Objectives for parent training session on manding.</p> <ol style="list-style-type: none"> 1. Participants will be able to identify the protocols established within the PaTTAN Autism Initiative ABA Supports. 2. Participants will have a general understanding of mandng and the reasons for teaching manding.
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	<p>Objectives for Social Stories:</p> <ol style="list-style-type: none"> 1. Participants will learn interventions when dealing with inappropriate behaviors by using Social Stories. 2. Participants will generate Social Stories and share them with the class at the end of the session. <p>Objectives for Social Thinking:</p> <ol style="list-style-type: none"> 1. Participants will learn about the Four Steps of Communication, the Four Steps of Perspective Taking, and the Social Thinking-Social Communication Profile.
Research & Best Practices Base	<p>Intensive training and analogue guided practice of teaching skills for applied behavior analytic interventions' incorporating an analysis of verbal behavior is provided by PaTTAN Autism Initiative consultants.</p> <p>Social Stories are based on best practices. The sessions are based on the work of Carol Gray, director of "The Gray Center for Social Learning and Understanding" and founder of Social Stories.</p>
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops</p>
Participant Roles	<p>Classroom teachers Paraprofessional Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>

	<p>Middle (grades 6-8) 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>
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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Autism Initiative Site Reviews; Course survey results</p>

Behavior Support

Description	<p><u>Session Description:</u> Nonviolent Crisis Intervention (CPI) - This professional development session will provide information on Nonviolent Crisis Intervention. The focus will be on early intervention and nonphysical methods for preventing or managing disruptive behavior. Training will involve participants demonstrating skills related to identifying behaviors that could lead to a crisis, demonstrating how to most effectively respond to each behavior to prevent the situation from escalating, demonstrating how to use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent, demonstrating how to cope with own your own fear and anxiety and how to use CPI to avoid injury of all members involved if behavior becomes physical. Participants will have opportunities to practice, participate in situational applications, and take part in techniques and drills. (Six sessions per year: Two initial certification trainings will be offered per year and four recertification trainings will be offered per year)</p> <p><u>Session Description:</u> School Wide Positive Behavior Support - This professional development session will focus on School Wide Positive Behavior Program (SWPB). The program fosters a positive school environment so that all students can be academically successful. (Three sessions will be offered per</p>
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	<p>year)</p> <p><u>Session Description:</u> How to Write Behavior Intervention Plans - This professional development session will focus on how to write a behavior intervention plan based on a functional behavior assessment. (One session will be offered per year)</p> <p><u>Session Description:</u> Managing Problem Behavior - This professional development session will focus on addressing behavior problems in the classroom using the principles of applied behavior analysis. (One session will be offered per year)</p>
Person Responsible	Director of Special Education and Director of Student Services
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.5
# of Sessions	33
# of Participants Per Session	30
Provider	East Penn School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Nonviolent Crisis Prevention Intervention:</p> <ol style="list-style-type: none"> 1. Participants will organize thoughts about responding to agitated, disruptive, and assaultive individuals. 2. Participants will focus on alternatives when a person loses control and becomes violent. 3. Participants will use techniques to control their own anxieties during interventions and maintain the best possible professional attitude. 4. Participants will use nonverbal, para-verbal, verbal, and physical intervention skills. 5. Participants will work as a team to resolve disruptive and

	<p>dangerous situations effectively, safely, and respectfully.</p> <ol style="list-style-type: none"> 6. Participants will become active participants in the debriefing process and role play all the CPI techniques. 7. Participants will identify the key steps for debriefing after a crisis. 8. Participants will learn how to safely and effectively control and transport an individual. 9. Participants will learn about when it is appropriate to physically intervene. <p>School Wide Positive Behavior Support: Participants will develop behavioral expectations for students, data collection methods, and learn how to recognize and reward students who meet the school's behavioral expectations.</p> <p>Behavior Intervention Plan training: Participants will learn how to include positive behavioral interventions, strategies, and supports to address behaviors that interfere with learning.</p> <p>Managing Problem Behaviors: Participants will learn how to deal with problem behaviors according to the function of the behavior. Specific techniques regarding how to intervene when problem behaviors occur will be practiced and protocols developed by Dr. Vincent Carbone will be described, demonstrated, and practiced.</p>
<p>Research & Best Practices Base</p>	<p>This is a research based training program from Crisis Prevention Institute and Nonviolent Crisis Intervention. By using Nonviolent Crisis Intervention techniques as part of a comprehensive crisis prevention and intervention plan, staff can learn how to defuse challenging and disruptive behavior before an incident escalates to a crisis situation. The use of Nonviolent Crisis Intervention minimizes the risk of potential liability, complies with legislative mandates and regulatory/accreditation guidelines, creates and maintains a safe, caring, and respectful environment for staff and students, and demonstrates a commitment and contribution to a safer community.</p> <p>School Wide Positive Behavior Support is based on research and best practices for managing behaviors. This training is held at IU#21 and</p>

	<p>conducted by PaTTAN consultants.</p> <p>Behavior Intervention Plan Training is based on the requirement outlined in IDEA.</p> <p>The Managing Problem Behavior training will teach best practices developed by Dr. Vincent Carbone in order to improve student outcomes and create a positive learning environment. The consultants from the Autism Initiative will conduct this training.</p>
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	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists
Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Crisis logs and incident reports
Evaluation Methods	<ul style="list-style-type: none"> Participant survey CPI certification test

Paraprofessional

<p>Description</p>	<p>Session Description: This professional development session will provide information on Social Stories. Social Stories are an intervention widely used with individuals with Autism Spectrum Disorder. Each story is designed to teach students how to manage their own behavior during a specific social situation by describing where the activity will take place, when it will occur, what will happen, who is involved, and why the student should behave in a certain way. Social Stories are presented in a visual story format which are personalized and tailored to each individual student as it pertains to their needs. Social Stories are made up of several different types of sentences (descriptive, perspective, directive, affirmative, cooperative, control, and partial) that are presented in positive language to encourage positive behaviors. (One session will be offered per year)</p> <p>Session Description: This professional development session for First Aid/CPR/AED certification will satisfy the requirement of American Red Cross for certification. (Four sessions will be offered per year)</p> <p>Session Description: This professional development session will introduce American Sign Language fundamentals and a basic vocabulary to the participants. (Two sessions will be offered per year)</p> <p>Session Description: This professional development session for recertification training in First Aid/CPR/AED will satisfy the requirement of American Red Cross recertification. (Four sessions will be offered per year)</p> <p>Session Description: This professional development session on Confidentiality and Ethics will focus on maintaining confidentiality in all areas of an academic institution: Written correspondence, records, conversations, and document handling. (Three sessions will be offered per year)</p> <p>Session Description: Paraprofessional Power will enhance the effectiveness with students. The session provides basic and new strategies for working with student and adapting/modifying lesson materials. Participants will practice techniques and have the opportunity to learn and share with other instructional assistants. Participants will leave the session with a strategy notebook. (Three sessions will be offered per year)</p> <p>Session Description: This session on the basics on direct instruction will provide paraprofessionals with the basic knowledge of direct instruction. Participants will learn the research behind methods, and practice effective delivery of instruction using signals, correction procedures, and data</p>
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	collections methods. (Two sessions will be offered per year) Session Description: In this session on behavior management participants will learn basic and advanced strategies to use with all students in all types of instructional settings. Participants will practice with their colleagues and leave with a portfolio of techniques to use in the classroom. (Two sessions will be offered per year)
Person Responsible	Dr. Linda Pekarik
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	63
# of Participants Per Session	30
Provider	East Penn School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Objectives for Social Stories Session:</p> <ol style="list-style-type: none"> 1. Participants will describe the rationale for using Social Stories with students with disabilities. 2. Participants will be able to list advantages and disadvantages of using Social Stories in the classroom setting. 3. Participants will learn the difference between several types of sentences which include descriptive, perspective, directive, affirmative, cooperative, control, and partial sentences. 4. Participants will write an example of a descriptive, perspective, directive, affirmative, cooperative, control, and partial sentence. 5. Participants will write a Social Story. 6. Participants will share their Social Story with the class. <p>Objectives for First Aid/CPR/AED Session: At the end of the course students will be able to demonstrate the following skills:</p>

	<ol style="list-style-type: none"> 1. Activating the emergency response system 2. Giving breaths for adult, child and infant victims using; <ul style="list-style-type: none"> • Mouth-to-mouth ventilation • Mouth-to-mask ventilation • Bag-mask ventilation 3. Giving compressions for adult, child and infant victims by; <ul style="list-style-type: none"> • Pushing hard and fast • Allowing full chest recoil • Minimizing interruptions in compressions 4. Performing 1 and 2-rescuer CPR for adult, child and infant victims 5. Using an AED for victims above 1 year of age 6. Relieving choking in the responsive and unresponsive victim of any age 7. When deciding how to care for a patient, the rescuer must follow the appropriate established scope of practice, which include best practices, standards of care, and treatment limitations. <p>Objectives for American Sign Language Session: Participants will learn the fundamentals of sign language and learn how to communicate with basic signs.</p> <p>Objectives for Paraprofessional Power Session: Participants will be provided with an overview of the roles and responsibilities of paraprofessionals, as well as considerations and strategies for supporting students with disabilities.</p>
Research & Best Practices Base	<p>Social Stories are based on best practices. Carol Gray, director of "The Gray Center for Social Learning and Understanding" and founder of Social Stories.</p> <p>American Red Cross First Aid/CPR/AED training incorporates the latest</p>

	<p>scientific guidelines and aligns with Occupational Safety and Health Administration's (OSHA) Best Practices for Workplace First Aid Training Programs.</p> <p>American Sign Language will provide participants with universal sign for communication. The National Association of the Deaf recognizes that American Sign Language (ASL) is the backbone of the American deaf culture. The National Association of the Deaf values the acquisition, usage and preservation of ASL and is a recognized leader in promoting the acquisition, learning, teaching, and interpreting of ASL.</p> <p>Confidentiality training will provide best practice in the areas of FERPA and HIPAA laws.</p> <p>Paraprofessional Power will provide an overview of Chapter 14 and IDEA as it relates to the role of a paraprofessional.</p>
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
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	Department Focused Presentation
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles

Evaluation Methods	Classroom student assessment data
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Reading NCLB #1

Description	<p><u>Session Description:</u> Participants will be trained on how to administer probes for AimsWeb Progress monitoring. This training will provide participants with knowledge about the assessments for reading, early literacy, reading comprehension, and written expression. Both paper copy and on-line scoring options will be addressed. (Four sessions will be offered per year)</p> <p><u>Session Description:</u> Participants will be trained on how to administer the AimsWeb Universal Screening Assessment for reading with On Line Scoring. (Four sessions will be offered per year)</p> <p><u>Session Description:</u> Read 180 Next Generation training will guide teachers in using READ 180 Next Generation program components, writing zone, dashboards, management system, and research based-instructional model. (Two sessions will be offered per year)</p> <p><u>Session Description:</u> During this SRA Direct Instruction Refresher the participants will review, model, and practice the implementation of the SRA Reading Curriculum. (One session will be offered per year)</p> <p><u>Session Description:</u> This workshop will focus on the research-based fluency intervention Read Naturally. (Three sessions will be offered per year)</p>
Person Responsible	School Psychologists, Special Education Supervisors and Director
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	40
# of Participants Per Session	30
Provider	East Penn School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Aimsweb provides the framework, data, and guidance that administrators and teachers need to efficiently allocate and evaluate core instruction and

	<p>interventions, helping them improve outcomes for all students—based on accurate, continuous, and direct student assessment.</p> <p>READ 180 training will teach the participant how to implement this research-based instructional model with fidelity.</p> <p>SRA training will teach the participant errorless teaching techniques and program fidelity.</p> <p>Read Naturally training will teach the participants the 11 steps in the program.</p>
<p>Research & Best Practices Base</p>	<p>Aimsweb is general outcome measurement, a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring. This form of brief assessment measures overall performance of key foundational skills at each grade level and draws upon over thirty years of scientific research that demonstrates both its versatility to provide accurate prediction of reading achievement as well as its sensitivity to growth.</p> <p>Read 180 is a research-based instruction model for reading.</p> <p>SRA is a research-based direct instruction teaching model. This program provides direct teaching of critical skills and strategies to accelerate progress; frequent interactions between teacher and students to maximize time spent learning; teacher modeling and demonstration to boost student confidence and success; guided and independent practice and application to gradually transfer responsibility for learning; and adequate practice and review to develop deep mastery of skills and concepts.</p> <p>Read Naturally is a research-based fluency intervention.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<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>

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	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>New Staff</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>Analysis of student work, with administrator and/or peers</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Student PSSA data</p> <p>Classroom student assessment data</p>

Transition

Description	<p><u>Session Description:</u> Indicator 13 Refresher - Participants will work to develop the transition grid activity descriptors that match what is occurring within the regular education classes. (One session per year)</p> <p><u>Session Description:</u> Transition Assessment and Curriculum Design for Students with Severe Disabilities - Participants will review best practices in research and generate ideas as to how the methods of assessment are linked to instruction. Participants will formulate a plan on how to link transition assessment information to IEP goals for students with severe disabilities. (One</p>
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	session per year) Session Description: Teaching Independent and Pre-Vocational skills to students with Autism. (One three hour session per year)
Person Responsible	Secondary Level Supervisors
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	30
Provider	East Penn School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	<p>Indicator 13 Session: During this training session, participants will review in detail the process for developing standards-aligned measurable annual goals that prepare students to achieve their post-secondary goals. Participants will practice writing one or more standards-aligned measurable annual goals based on clearly identified present levels of academic achievement and functional performance.</p> <p>Transition Assessment and Curriculum Design for Students with Severe Disabilities: During this training session participants will learn how to learn assessment information to IEP goals and objectives.</p> <p>Teaching Independent and Pre-Vocational skills to students with Autism: During this training session participants will learn about the importance of implementing independent learning centers and pre-vocational skills for students with autism. Participants will create a learning center activity for their classroom.</p>
Research & Best Practices Base	Indicator 13 Session: Federal requirements for Individualized Education Programs (IEPs) for students ages 14 and older include "coordinated, measurable, annual IEP goals, and transition services that will lead to post-

	secondary goals."
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>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>
Training Format	LEA Whole Group Presentation
Participant Roles	<p>Classroom teachers</p> <p>New Staff</p>
Grade Levels	<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>Joint planning period activities</p>
Evaluation Methods	<p>Participant survey</p> <p>Post school outcome surveys for each cohort group</p>

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.

Board President

Chief School Administrator