

Phoenixville Area SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

386 City Line Ave
 Phoenixville, PA 19460-4417
 484-927-5000
 Superintendent: Alan Fegley
 Director of Special Education: David Ramsey

Planning Committee

Name	Role
Alan Fegley	Administrator : Professional Education Special Education Schoolwide Plan
Rita Lynn	Administrator : Special Education
Holly Pettine	Administrator : Special Education
David Ramsey	Administrator : Special Education
Kayla Richards	Ed Specialist - Home and School Visitor : Professional Education Special Education
Mary Sue Manley	Ed Specialist - School Nurse : Professional Education Special Education
Ben Long	Elementary School Teacher - Regular Education : Professional Education Special Education
Allison Steinmeyer	High School Teacher - Special Education : Professional Education Special Education
Lisa Gray	Middle School Teacher - Regular Education : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 631

Identification Method

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

Regulation

Pennsylvania School Code §14.125 establishes the criteria for determination of specific learning disabilities. This section contains the State-level criteria for determining the existence of a specific learning disability. Each school district and intermediate unit shall develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures shall be included in the school district's and intermediate unit's special education plan in accordance with § 14.104(b)(relating to special education plans). To determine that a child has a specific learning disability, the school district or intermediate unit shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State approved grade-level standards: (i) Oral expression, (ii) Listening comprehension, (iii) Written expression, (iv) Basic reading skill, (v) Reading fluency skills, (vi) Reading comprehension, (vii) Mathematics calculation, (viii) Mathematics problem solving.

(2) Use of the following procedures:

(i) A process based on the child's response to scientific, research-based interventions, which includes documentation that: (A) The student received high quality instruction in the general education setting.

(B) Research based interventions were provided to the student. (C) Student progress was regularly monitored.

(ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings under this section are not primarily the result of: (i) A visual, hearing or orthopedic disability, (ii) [Intellectual disability], (iii) Emotional disturbance, (iv) Cultural factors, (v) Environmental or economic disadvantage, (vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: (i) Prior to, or as part of the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. (ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Phoenixville Area School District uses the Severe Discrepancy Model to facilitate the identification of students with Specific Learning Disabilities. Upon receipt of a formal permission to evaluate from a student's parent or guardian, the Multidisciplinary Evaluation (MDE) team utilizes standardized and norm referenced assessments to determine if there is a severe discrepancy between a student's intellectual ability and academic achievement (relative to age or grade) or if the student's intellectual ability and academic achievement are commensurate. MDE teams examine student performance in the areas Oral Expression, Listening Comprehension, Written Expression, Basic Reading Skill, Reading Fluency Skills, Reading Comprehension, Mathematics Calculation, and Mathematics Problem Solving. If assessment results indicate the presence of a severe discrepancy between a student's intellectual ability and academic achievement, the MDE team considers if the discrepancy is a result of the following: lack of instruction; a visual, hearing or orthopedic disability; an Intellectual Disability, an Emotional Disturbance; cultural factors; environmental or economic disadvantage, and/or Limited English Proficiency. Further, the MDE team considers a student's classroom performance and performance on curriculum-based and criterion-based measures. Identification of students with a Specific Learning Disability and Special Education eligibility involves the MDE team assessing a severe discrepancy, ruling out the enumerated exclusionary factors, and assessing a need for specially designed instruction.

In addition, Phoenixville Area School District's elementary and secondary schools have implemented components of a Multi-Tier System of Supports (MTSS). The model emphasizes high quality and research based instruction and intervention in the regular education classroom. As part of the model, universal screenings are administered and school-based data teams review the student data. Within the MTSS model school-based teams utilize data to formulate interventions in the regular education classroom and determine appropriate referrals for a MDE when a Specific Learning Disability is suspected.

Enrollment

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

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

The Phoenixville Area School District utilizes data to monitor significant disproportionalities in order to implement corrective actions when needed. Based upon the Special Education Data Report, Phoenixville Area School District does not demonstrate a significant disproportionality in the overall special education enrollment (LEA = 16.3% and State = 16.5%). Additional analysis of district data indicates that there is 6.6% higher prevalence of students identified with an Other Health Impairment (OHI) in the Phoenixville Area School District compared to the overall state data. This is attributed to the high frequency of diagnoses from community health providers that are accessed by parents and shared with the district in comparison to other regions of the state that have less access to community health providers. Additionally, analysis of the district's data indicates that there is a 5.3% difference in the percentage of African American students receiving special education services when compared to the percentage of African American students in the total district enrollment. This difference is attributed in part to students who have enrolled in the district who had been identified as in need of special education by other school districts prior to the enrollment at Phoenixville Area School District. Further, a review of the district's Multidisciplinary Evaluation procedures suggested a robust process that did not reflect systematic over- or under- identification of students based upon ethnicity.

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?

Regulation

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is 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" 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 § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The Phoenixville Area School District is considered a host school district, which is the school district where a children's institution is physically located. Presently, a community agency operates a children's group home within the boundaries of Phoenixville Area School District. The district contracts with the Chester County Intermediate Unit (CCIU) to serve as the LEA and support the students who reside in the group home. Through collaboration with the CCIU, the district ensures

that these students are educated in the appropriate educational setting based on their individual needs. District administrators are notified each time a student is placed at the group home and communicate regularly with CCIU staff to ensure appropriate processes, procedures, and programming for all students.

The district and the CCIU collaborate to ensure that students residing in the 1306 facility who are identified with a disability receive a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) 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 district and IU work collaboratively with the resident's home school districts 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. Additionally, group home staff communicate with IU and district administrators regarding the enrollment of students newly residing within the group home. The district and CCIU work collaboratively to address common barriers including the following: the delayed receipt of special education records, chronic truancy, lack of parental participation, and lack of participation from the home district.

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).

Regulation

Pennsylvania School Code Section 1306, 1306.1 and 1306.2

School districts, within whose boundaries a local correction institution is located (host districts), should comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

- 1. comply with the "child-find" obligations of IDEA;*
- 2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;*
- 3. implement, timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and*

regulations, including compliance with procedural safeguards; and

4. provide Free Appropriate Public Education in conformity with the Individual Education Plan.

There are no facilities that house incarcerated students located within the boundaries of the Phoenixville Area School District. Under Sections 1306, 1306.1, and 1306.2 of the Pennsylvania Public School Code of 1949, the school districts in which juvenile and adult detention facilities that are located ("host districts") are responsible for finding, identifying, and providing special education services to children with disabilities. The Phoenixville Area School District facilitates this process by ensuring that all education records and other necessary information is made accessible to enable the various host districts to conduct evaluations or reevaluations and develop and implement special education programs for adjudicated residents of the district. The host district contracts with the Chester County Intermediate Unit (CCIU) to provide educational services to adjudicated students. On-going communication with the CCIU staff continues while the students are incarcerated to ensure the Phoenixville Area School District is knowledgeable of the status of each adjudicated youth. When students who are identified as disabled are scheduled to be released from incarceration, the district collaborates with parents/guardians and agencies to facilitate re-enrollment and the delivery of special education services in the LRE.

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.

Regulation

34 CFR 300.115(a)(b)(1)(2)

(a) Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. (b) The continuum required in paragraph (a) of the section must - (1) Include the alternative placements listed in the definition of special education under §300.38 (instruction in regular classes, special classes, special

schools, home instruction and instruction in hospitals and institutions; and (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

34 CFR 300.114-117(2)(i)(ii)

(2) Each public agency must ensure that - (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled and (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Phoenixville School District's mission continues to focus on educating students within the Least Restrictive Environment and Individual Education Plan (IEP) teams assess LRE for students at least annually. Moreover, the district's philosophy and aspirational goal is to build the capacity to meet all students' needs while full included. Efforts to move towards this goal have included expanding the continuum of services within the district, developing the use of supplementary aides and services, and increasing the number of strategic related service providers.

Phoenixville Area School District staff 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 Special Education personnel have been trained to consider LRE and have access to tools such as 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. If less restrictive options are deemed inappropriate for a student, the Individualized Education Program team may consider programs outside the District which would include placement in cross district classrooms, Intermediate Unit programs, and Approved Private Schools. If a student is placed outside the district, the district engages in ongoing discussions about the appropriateness of the placement.

In order to enhance the support for students in the regular education classroom the Phoenixville Area School District has implemented initiatives that have involved in-house professional development, CCIU supports and services, contracted professionals, and PaTTAN resources. Examples of such initiatives include the Autism Initiative, Project MAX, and IU TAC professional development offerings. Additionally, the district has utilized the practice of co-teaching at the elementary and secondary levels. Lastly, for the past seven school years the district has sponsored three Chester County Intermediate Unit Early Intervention classes in the district. Students enrolled in these classrooms transition to the district's inclusive kindergarten program.

The following tables represent the Phoenixville Area School District and Pennsylvania percentage of students in Educational Environments:

Special Education students in Other Settings

School Year	LEA %	State %
2016-2017	8.2	4.9
2015-2016	10.1	4.9
2014-2015	8.9	4.8
2013-2014	9.1	4.8

Special Education students Inside the Regular Education Classroom < 40% of the school day

School Year	LEA %	State %
2016-2017	3.5	9.0
2015-2016	2.4	9.5
2014-2015	2.6	9.5
2013-2014	% too small to group size	8.9

Special Education students inside the Regular Education Classroom 80% or more of the school day

School Year	LEA %	State %
2016-2017	70.8	62.4
2015-2016	72.9	61.8
2014-2015	73.5	62.0
2013-2014	71.5	62.4

Analysis of the tables suggest that the trajectory of the number of special education students receiving their education in other settings has decreased in the past four years. Examination of data over a longitudinal period of ten years further illustrates this diminishing trajectory. Notably, a majority of students in other settings are at the secondary level and placement was made prior to the district's enhancements of the continuum of services within the district. Additions to the continuum of services within the district in recent years has lessened the need for new placements in other settings and IEP teams regularly review the appropriateness of students' return to the district. In the past two years, the district has established two elementary level Multiple Disabilities (MDS) classrooms with a plan to continue development to the secondary level. Further, the district has employed three Board Certified Behavior Analysts (BCBAs) and contracted with three licensed mental health professionals to address the needs of students who have behavioral and/or mental health challenges that impacts the learning of themselves or others. These professionals, as well as

an in-district trainer of Crisis Prevention and Intervention (CPI), have also provided professional development to expand the capacity to provide students with support in less restrictive settings. Furthermore, the district is pursuing plans to begin operation of a transitional living program and a school avoidance reduction program that would expand the continuum of services and supports within the district. At least annually, the IEP team discusses the educational placement of students placed outside of the District to determine least restrictive placement.

In the last four years, the District has exceeded the state target for educating special education students in the regular education classroom less than 40% of the time. The data supports the IEP teams' focus on providing the programs and services in the LRE.

In the last four years, the district has exceeded the state target for educating special education students in the regular education classroom 80% or more of the school day. The data supports the use of the supplemental supports and services in the regular education classroom.

Behavior Support Services

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

Regulation

22 Pa. Code 14.133

(f) School entities have the primary responsibility for ensuring that positive behavior support programs are in accordance with this chapter including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior management support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures as provided in subsection(c).

(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.

Summary of District Policy

Phoenixville Area School District's policy 113.2 Behavior Support addresses the required regulatory components. The policy states that students with disabilities shall be educated in the Least Restrictive Environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. Further, the IEP team for a student with a disability shall develop a Positive Behavior Support Plan if

the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. This policy directs that the district's Behavior Support programs shall be based on positive rather than negative behavior techniques and it ensures that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures and de-escalation techniques. In addition, Behavior Support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Training

The Phoenixville Area School District employs three Board Certified Behavior Analysts (BCBA) who regularly provide trainings at the building level, classroom level, and to specific IEP teams. These trainings have focused upon areas such as positive behavioral interventions, collecting behavioral data, Functional Behavior Assessments, and classroom management. Additionally, the district employs a Crisis Prevention Intervention (CPI) trainer who conducts staff training throughout the school year. Within each school there is an identified Crisis Team who are trained by the certified CPI trainer in de-escalation strategies and restraints. The team is responsible for responding to a crisis and using all de-escalation strategies before proceeding to a physical restraint. All of Phoenixville Area School District's elementary schools as well as the middle school have received training in the School-Wide Positive Behavior Support Program. All of the elementary schools and middle school have Expected Behavior Matrices, SWPBS Flowcharts, Office Referral Forms and lessons for teaching expected behaviors. Schools meet regularly with Chester County Intermediate Unit School-Wide Positive Behavior Support contact. Also, the District has implemented the use of the School-Wide Information System for reporting behavior referrals in elementary schools.

School-Based Behavioral Health Services

The Phoenixville Area School District provides behavioral health services via a multi-tiered intervention model. Tier One supports include education and awareness initiatives through such methods as health class instruction; Question, Persuade, Refer trainings; etc. Tier Two interventions involve direct services, indirect services, and consultations. Interventions at this tier include services such as individual and/group counseling with a school counselor; collaboration with parents and agencies through the Home and School Visitor; and supports from the HUB, which is an interagency community team that facilitates linking student needs to resources. Tier Three interventions involve direct service intervention with a contracted licensed mental health professional and collaborative efforts with community-based behavioral health providers. Tiered interventions are available to regular education students and to students receiving special education services and the framework also incorporates a Child Find analysis.

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.

Regulation

Provision of Free Appropriate Public Education - 300.101(a)

(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d).

Least Restrictive Environment - 34 CFR 300.114

Each public agency shall ensure - (i) that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and (ii) that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In Phoenixville Area School District, Special Education placements for students are determined by the student's Individualized Education Program (IEP) team. The involvement of agencies working with a student in the IEP process is critical when determining placements for students. Agencies that may be involved with students include Children and Youth, Juvenile Probation, the Office of Vocational Rehabilitation, mental health providers, and other child-serving agencies that should be included in the IEP process. The Home and School Liaison for the district assists IEP teams in communicating and collaborating with community agencies.

When IEP teams have difficulty ensuring FAPE within the continuum of services available in the district, consideration is given to utilizing the resources of the Home, School, & Community Council. The Home, School, & Community Councils (HSCC) were organized in 1992 in response to the National Institute of Mental Health initiative called Children and Adolescent System Support Program* (CASSP). This initiative was the actual development of a public community mental health system for children. While mental health services had been available before this time, they were without significant federal, state and county support. One of the major tenets of the initiative was the collaboration of public child serving agencies. While most counties opted to have a single CASSP committee which would meet to discuss children with severe problems in living, Chester County

created committees in each of the twelve school districts. This decentralization allowed for significantly more attention paid to local cases. Chester County's vision of decentralization has since led to the conception of the local HSCC as a community managed care agent in order to bring local community members together to manage the care of their children.

Further, when IEP teams are considering a placement beyond the continuum within the district to provide FAPE various programs through the Chester County Intermediate Unit and through the Lakeside Educational Network via a contract with the district are available solutions. The following is a description of some of these programs.

CARE and TEACH - The CARE and TEACH programs are school-based, therapeutic programs that provide a clinical and alternative education environment for children, ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder, such as a oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.

REACH - The Reach program is a school-based, partial hospitalization program that provides a clinical and alternative education environment for adolescent students who have been diagnosed with significant mental health disorders such as oppositional defiant disorders, conduct disorders, mood disorders and anxiety disorders.

Changes - The Changes program is an alternative high school program that addresses the academic, social, emotional and behavioral needs of students who are not succeeding in a traditional high school setting due to substance abuse. The Changes program provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small caring, personalized setting. The primary goal of the program is to provide students with the skills to maintain sobriety, achieve academic success, transition in the community and return to the regular school setting.

Vantage - The Lakeside Educational Network offers alternative programs that incorporate educational, therapeutic, and behavior management services for students who are not succeeding in a traditional high school setting. The Vantage Academy enables students to learn and successfully transition back to their home schools.

Potential expansions of the continuum of services planned during the life of this plan include the extension of MDS classrooms to the secondary level, the development of a transitional living program in the district, and additions to school-based behavioral health programs.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Phoenixville Area School District stakeholders have developed a Strategic Plan that outlines the vision for general education and special education programs and services for the district. The Strategic Plan includes the following goals.

1. Allocate Resources to Foster Excellence for All Students - The Phoenixville Area School District expects that all students will be provided with the necessary support allowing each student to reach her/his full potential. In providing the necessary support, it is understood that each student will be challenged to grow to the highest level of success.
2. Promote Employee Growth and Effectiveness - The District understands that when employees are engaged and have ample learning opportunities to address the needs of their students, they are more effective employees. By encouraging a growth mindset, recognizing the work done by our staff, and making our District a destination District for new hires, we will then have a staff that is ready and capable of personal growth.
3. Provide High Quality Instruction - Quality instruction is a key component for student success. When instruction is engaging and differentiated to meet the learning needs of the students, students will learn to their full potential.
4. Encourage Effective, Consistent Communication and Collaboration - Effective, consistent, and open communication has been found to be strongly correlated with successful organizations. It is important that the District communicate with all parties – students, employees, parents and community – proactively and intentionally.
5. Implement a Consistent/Reflective Use of Data to Drive Change - A culture of quality data will better enable the District to evaluate instructional programs and student achievement. The development of a culture of quality data will help reveal areas of success and areas needing improvement in an environment supporting growth.

Phoenixville Area School District's Strategic Plan in conjunction with offering a comprehensive continuum of services enables the district to provide high quality Special Education services to meet the needs of students in the Least Restrictive Environment. Specific program highlights include the following:

- Regular opportunities for parental feedback via surveys assessing special education programs.
- Robust professional development opportunities for professional staff and paraprofessional staff that promote employee growth and effectiveness.

- Parent trainings and resource offerings regarding curricular initiatives, technology usage, community resources, and post-secondary opportunities
- Strong partnerships with community groups and agencies including a monthly meeting of the HUB that includes district staff and community representatives to facilitate connecting students with resources and providers
- In-house related service providers employed by the district including a Physical Therapist, Home and School Liaison, Occupational Therapists, Board Certified Behavior Analysts, and Psychologists
- Contracted licensed behavioral health providers that provide comprehensive school-based mental behavioral health services
- A commitment to maximize the use of supplementary aides and services to promote inclusion in the Least Restrictive Environment that has resulted in the district consistently exceeding the state targets for special education students' inclusion in the general education setting

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Carson Valley Children's Aid - Anchor House	Nonresident	Phoenixville Area School District and Chester County Intermediate Unit	7

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Child and Career Development Center	Special Education Centers	LS, AS, LSS, MDS	-
Camphill Special School	Approved Private Schools	LSS and MDS	-
Devereux Schools	Approved Private Schools	AS	-
Melmark	Approved Private Schools	AS	-
The Timothy School	Approved Private Schools	AS	-
Vanguard School	Approved Private Schools	AS, ES	-
Woods School	Approved Private Schools	AS	-
TEACH	Other	AS	-
Vantage Academy	Other	ES	-
Options	Special Education Centers	ES	-
Gateway Program	Other	AS, ES	-

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Phoenixville Area Early Learning Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1
Locations:				
Phoenixville Area Learning Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.5
Locations:				
Phoenixville Area Early Learning Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	6	0.5
Locations:				
Phoenixville Early Learning Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	16	0.5
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.5
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	1
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.25
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.75
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.25
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.75
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.75

Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.25
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	3	0.25
Locations:				
East Pikeland	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	20	0.4
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.6
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are		

		operated		
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Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	20	0.4
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.6
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.4
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.6
Locations:				
Manavon	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.6
Locations:				
Manavon	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	10	0.4
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
Manavon Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				

Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 31, 2015*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.6
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	12	1
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	20	0.4
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.6
Locations:				

Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 19	8	0.9
Justification: Students are instructed in age-appropriate instructional groups that do not exceed 3 years at the elementary level and 4 years at the secondary level. However, in accordance with Chapter 14, exceptions are made to the age range limits through documentation that such is appropriate in a student's IEP.				
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 18	1	0.1
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				

Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.6
Locations:				

Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	12	1
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	65	1
Justification: Students are not serviced together when the age range is greater than 3 years.				
Locations:				
PAELC	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	65	1
Justification: Students are not serviced together when the age range is greater than 3 years.				
Locations:				
Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	50	0.77
Justification: Students are not serviced together when the age difference is greater than 3 years.				
Locations:				
Barkley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	15	0.23
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	15	0.23
Justification: Students are not serviced together when the age difference is greater than 3.				
Locations:				
Phoenixville Early Learning Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	50	0.77
Justification: Students are not serviced together when the age difference is greater than 3 years.				
Locations:				
Manavon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	65	1
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	15	0.33
Locations:				
All Buildings	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	20	0.4
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Emotional Support	14 to 18	5	0.6

but More Than 20%)				
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	10	0.25
Locations:				
Phoenixville Area School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Phoenixville Area School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.25
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.25
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.25
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.75
Locations:				
Barkley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The teacher is a co-teacher in a regular education classroom. The assigned room is used for small group pull-put instruction (no more than 3 or 4 in the group).

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	1
Justification: Student population at Schuylkill Elementary greater at this age range.				
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	1
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 9	8	1

Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	12	1
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	0.5
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	0.5
Locations:				
Manavon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	10	0.5
Locations:				
Manavon Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	3	0.1
Locations:				
East Pikeland	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	3	0.1
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	3	0.1
Locations:				
Phoenixville Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.25
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.75
Locations:				
Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 10	8	1
Locations:				
Schuylkill	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.3
Locations:				
Phoenixville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.7
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.5
Locations:				
Phoenixville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Specialized	Central Office	1

Programs and Supports		
Special Education Supervisors	Central Office	2
School Psychologists	District Buildings	4
Behavior Specialist	District Buildings	3
Occupational Therapist	District Buildings	2
Physical Therapist	District Buildings	1
Home and School Liaison	District Buildings	1
Paraprofessional	District Buildings	61

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Certified Occupational Therapist Assistant	Outside Contractor	20 Hours
Mental Health Counselor	Outside Contractor	5 Days
Mental Health Coordinator	Outside Contractor	5 Days
Mental Health Coordinator	Outside Contractor	5 Days
Licensed Practical Nurse	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>The District will facilitate professional development opportunities for the 2018-2019, 2019-2020 and 2020- 2021 school years for the following groups:</p> <p>Administrators: 1 training annually</p> <p>Teachers: 1 training, coaching, outside workshops and conferences, IU TAC Support</p> <p>Paraprofessionals: 1 training annually</p> <p>Parents: 1 training annually</p> <p>The focus of the staff development includes Applied Behavior Analysis (ABA), Verbal Behavior (VB), the use of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), social skill instruction and strategies, and interventions that support the social, emotional, functional and academic learning of students identified with Autism. Components of the program include assessment, discrete trial teaching, programming for generalization to the natural environment, reinforcement, prompting and fading strategies, and outcome based decision-making.</p> <p>Parent workshops will be to provide instructional strategies that will assist parents with supporting their children in the school setting and facilitate the generalization of learning.</p> <p>The District's Board Certified Behavior Analysts in conjunction with CCIU staff and support will provide training to staff and parents over the next three years.</p>
Person Responsible	Director of Specialized Programs and Services and Supervisors of Special Education
Start Date	7/1/2018

End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	12
# of Participants Per Session	25
Provider	District
Provider Type	IU
PDE Approved	No
Knowledge Gain	<p>Participants involved in the training will gain knowledge and resources surrounding instruction, assessment, behavior management, and social skills for students with Autism.</p> <p>The District's Board Certified Behavior Analysts with IU and PaTTAN supports will provide staff development training to all groups. In addition, the BCBA's are available to provide modeling and coaching in individual student cases.</p>
Research & Best Practices Base	<p>Applied Behavior Analysis (ABA), Verbal Behavior (VB), and Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) are all research-based instructional practices to address the needs of students with Autism.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p>

	Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Behavior Support

Description	<p>The District recognizes the importance of providing staff development in creating Functional Behavior Assessments (FBAs) and Positive Behavior Support Plans (PBSPs). FBA is the process of gathering and analyzing information about the student's behavior and accompanying circumstances in order to determine the purpose or intent of the actions.</p> <p>Functional Behavior Assessment is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. A Functional Behavior Assessment consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identification of environmental</p>
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	<p>antecedents and consequences that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan.</p> <p>A Positive Behavior Support Plan is a plan integrated within the Individualized Education Plan document which focuses on behavioral interventions. The plan is composed of goals/objectives outlining the replacement instruction, program modifications and specially designed instruction, related services and supports for school personnel.</p> <p>Trainings will be provided by the Board Certified Behavior Analysts and experts in the area of the FBA and PBSP processes. Targeted topics will include the following:</p> <p>data collection and analysis</p> <p>hypothesis development</p> <p>understanding the ABC's of behavior</p> <p>goal development</p> <p>reinforcement schedules and identifying effective reinforcers</p> <p>replacement behaviors</p>
Person Responsible	Director of Specialized Programs and Services
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	25
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The knowledge gained from this training will provide staff with a basic understanding of human behavior. This knowledge will assist staff in implementing positive behavior strategies and techniques with students in the classrooms and schools.

Research & Best Practices Base	The utilization of Functional Behavior Assessment and Positive Behavior Support Plans are both research-based and best practices.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>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>Lesson modeling with mentoring</p> <p>Journaling and reflecting</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>Participant survey</p>

	audit and review of FBAs and PBSPs developed
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Paraprofessional

<p>Description</p>	<p>The District will provide the opportunities for paraprofessionals to accrue the annual twenty staff development hours through training opportunities that will be provided by district and IU staff.</p> <p>Paraprofessionals are responsible for supporting students in many ways and therefore, a variety of topics will be covered to ensure that all paraprofessionals have the necessary knowledge base to complete their position responsibilities. Training topics will include:</p> <ul style="list-style-type: none"> Role and Responsibilities of the Paraprofessional CPR First Aid Applied Behavior Analysis basics Executive Function basics Strategies to promote fine motor skill development Strategies to implement sensory diets Data Collection Use of Assistive Technology De-escalation strategies Non-violent crisis intervention Strategies to promote positive behavior Strategies to promote generalization of learned social skills Research based instructional strategies to provide review, repetition and
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	<p>reinforcement of learned academic skills</p> <p>Wellness</p> <p>Autism Spectrum Disorders and research-based instruction</p> <p>Prompting and fading Supports</p> <p>Social skills strategies</p> <p>Data collection</p>
Person Responsible	Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.5
# of Sessions	18
# of Participants Per Session	30
Provider	District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Paraprofessionals will gain knowledge in the areas of the PDE Paraprofessional Competencies. In addition, training will be provided in a variety of topics in order to ensure that all paraprofessionals have the knowledge base to perform their job responsibilities.
Research & Best Practices Base	All professional development providers will be knowledgeable in the area of their training.
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	<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>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format	Series of Workshops Department Focused Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Journaling and reflecting
Evaluation Methods	Review of written reports summarizing instructional activity targeted observations and post-training assessments

Reading NCLB #1

Description	<p>The Phoenixville Area School District recognizes the need for students to become proficient readers. Effective instruction of reading strategies helps students to become proficient readers who are successful in decoding, comprehending, and analyzing text. Therefore, the district will provide training in research-based reading programs along with the delivery of instructional strategies.</p> <p>In order to serve the varied instructional needs of students, the trainings will be differentiated to include a variety of reading instruction and intervention programs and strategies including Fountas and Pinnell, Foundations, Wilson Reading, System 44, Read 180, SRA , Just Words, Making Connections, and Visualizing and Verbalizing. The trainings' focus will be on the provision of effective data-driven instruction, assessment of reading progress, and the implementation of programs with fidelity.</p> <p>The trainings will involve the collaboration of the Specialized Programs and Services Department and the Curriculum Department and entail the joint efforts of General Education Teachers, Special Education Teachers, Reading Specialists, and building level data teams.</p>
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Person Responsible	Director of Specialized Programs and Services, Supervisors of Special Education, Supervisors of Curriculum
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	25
Provider	District, Chester County IU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will be fluent in the principles of implementing research-based reading programs across all grade levels.
Research & Best Practices Base	The district recognizes the importance of research-based instructional reading strategies to ensure students are making meaningful progress toward IEP goals and objectives.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
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

	Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Observations
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

Transition

Description	<p>Appropriate transition planning is critical to students' success post-graduation. Pennsylvania's Career Readiness Indicator (CRI) requires activities for all students to prepare for meaningful outcomes following graduation. Further, IDEA (2004) defines secondary transition as a coordinated set of activities designed to be within a results-oriented process, focused on improving the academic achievement and functional performance to facilitate movement from school to post-school activities. In order to refine the transition process in the Phoenixville Area School District will align transition planning to include CRI activities and also the comprehensive use of transition assessment tools to enhance data-driven decisions in formulating transition plans.</p> <p>Workshops will be offered to cover the following topics to develop effective</p>
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	<p>transition plans:</p> <p>Career Readiness Indicator activities</p> <p>Transition assessment tools and data analysis</p> <p>Goal writing and progress monitoring</p> <p>Agency linkages</p> <p>Indicators 13 and 14 practices</p>
Person Responsible	Director of Specialized Programs and Support and Supervisors of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	25
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The district staff will be aware of the CRI requirements, the components of Indicators 13 and 14, and develop increased proficiency in using transition assessment tools and assessing progress on transition goals.
Research & Best Practices Base	Training content will align with the CRI and Indicators 13 and 14 practices and requirements.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation Online-Synchronous</p>
Participant Roles	<p>Classroom teachers School counselors Classified Personnel Related Service Personnel</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Department meetings and departmental coaching</p>
Evaluation Methods	<p>Participant survey audit and review of transition plans</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.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer