

Neshaminy SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

2001 Old Lincoln Hwy
 Langhorne, PA 19047
 (215)809-6500
 Superintendent: Joseph Jones
 Director of Special Education: Anthony Devlin

Planning Committee

Name	Role
Paul Meehan	Administrator : Special Education
Paul Meehan	Administrator : Professional Education Special Education
Denise Distel	Intermediate Unit Staff Member : Special Education
Anthony Devlin	Special Education Director/Specialist : Professional Education Special Education
John Iannacone	Special Education Director/Specialist : Professional Education Special Education
Lorraine Johnson	Special Education Director/Specialist : Special Education
Amy Petrillo	Student : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1834

Identification Method

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

The Neshaminy School District maintains the use of a discrepancy model for the identification of children with specific learning disabilities. The district is beginning to pilot an MTSS model at the elementary level focusing on the areas of reading, speech services, and behavioral/ social emotional needs. The district finds our implementation of these practices to be very beneficial in ensuring systematic utilization of student data to guide directed interventions to struggling students. Also, there is an emphasis on data driven instructional planning and decision making among all teachers throughout K-12.

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>

According to the 2018-2019 Special Education Data Report, at a rate of 19.6% the Neshaminy School District's overall classified population is 2.3% greater than the 17.3% State average. This is a 50% reduction in the classification difference since the development of our last Special Education Plan. In terms of specific disability categories, there is no significant difference between the LEA and State averages; however, we have been identified with a significant discrepancy in the classification rate of black students with an Intellectual Disability. In order to address this situation, the District is piloting a Multi-Tiered System of Support and universal design of best practices within the general education curriculum. We are also looking at the reporting practices of nonresident students hosted by the district at a local residential treatment facility. The District is continuing to work on a three year Corrective Action Plan to address student placement in the LRE and our classification rate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The District hosts students receiving treatment at Woods Services (residential APS) and Community Service Foundation (LPA, RTF). Appropriate programming is available to all students within the neighborhood school. In the event that it is not educationally beneficial or physically/medically/emotionally possible for students residing in RTF's or Community Residential Rehabilitative service homes to attend the neighborhood school, the District offers an educational program at the RTF, or reviews the programming offered at the residential Approved Private School to ensure that it meets the students' needs. In addition to overseeing programming at CSF, the District relies on services from the local intermediate unit to oversee its 1306 responsibilities at Wood Services.

Neshaminy School District ensures that students are receiving FAPE in the LRE by holding monthly reviews of student programs. Currently, LRE levels at the High School are as follows: Special Education Students in the regular classroom 80% or more of the school day equals 47.4% as compared to the State average of 61.5% , and Special Education Students in the regular classroom less than 40% equals 0.5% as compared to the State's average of 9.4% . Because the District has been able to replicate supports and services for some students within the neighborhood school to provide greater opportunities within the general education setting we have been able to reduce the need for alternative specialized special education programming.

Realistically the greatest barrier in meeting obligations under section 1306 of the Public School Code was the collection of tuition from the City of Philadelphia and the provision of accurate student demographic/ programmatic information by outside mental health agencies. Both issues have been ameliorated through better communication between agencies during the centralized registration process and the assistance of the Bucks County Intermediate Unit with Woods Services.

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).

There are no facilities for incarcerated youth located within the boundaries of the district. In the event that such a program relocated to our district, we would implement the same child find procedures that we have in place in district buildings to ensure that all potentially eligible students are evaluated, identified when deemed eligible, and offered a free appropriate public education if they are found eligible.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The District ensures that children with disabilities are educated to the maximum extent appropriate with non-disabled peers through the evaluation, identification, and the IEP development process. The district follows the legal requirements to involve parents in the process and ensures that all modifications and adaptations have been exhausted prior to moving to a more restrictive placement. A thorough evaluation is conducted by the multi-disciplinary team to identify a child's specific needs. Programs for students are developed with all team members committed to implementing the IEP in the least restrictive environment. Building-level and district-level administrators are involved in all meetings where there is a potential change of placement to a more restrictive setting, and the following questions are addressed: what supplementary aids and services(SAS) were considered/ rejected; what are the benefits of the general education classroom with the provision of SAS versus placement in a special education classroom; what potential effects (either positive or negative) are expected for the classified student and all students in the classroom; what extent will the classified student participate with non-disabled peers in extracurricular/ non-academic activities? The District also reviews special education programming/ scheduling options available to make sure that students are afforded supported options within the general education program.

Neshaminy School District continues to lessen its reliance on the Bucks County Intermediate Unit for programming of specialized programs for low students typically programmed in low incidence classes. We have also implemented a School Wide Positive Behavior Support system and are a member of the SWPBS Network through PaTTAN. This has helped us to maintain our percentage of Special Education Students in Other Settings to a level lower than the State average. The District has also increased instructional support staff by at least 50 IAs since our last Special Education Plan to help support students in the general education environment. The District relies on both the Intermediate Unit and PaTTAN for technical assistance. We have also hired four Behaviorist who work with all students and train staff on de-escalation techniques.

Serving students in the least restrictive environment is one of the district's goals. There is a strong commitment to the least restrictive environment mandate and educating children in inclusive settings at all levels of the district. There are numerous co-teaching opportunities in all buildings. The district employs one-to-one instructional assistants in an effort to maintain students in the regular education classroom as much as possible. Related services are integrated into the regular classroom to the maximum extent possible. The district also provides a wide variety of assistive technology to students as an accommodation to foster integration. The District relies on services from PaTTAN and the BCIU to support our LRE initiatives including: Universal Design Trainings provided by BCIU TACs, SAS Toolkit Meetings across the District, piloting a MTSS Model, Crisis Prevention Intervention Trainings for staff and faculty, School Wide Positive Behavior Support trainings, Increased the continuum to include Itinerant Emotional Support and Autistic Support; and have developed a High School Improvement LRE Committee with support from the BCIU.

As indicated in Indicator 5: the percentage of students within our District are assigned to each of three settings as indicated below: (12/1/18)

(a) inside the regular class 80% or more of the day; 45.5% compared to 61.5% at the State Level.

(b) inside the regular class less than 40% of the day; 7.3% compared to 9.4% at the State Level.

(c) served in separate schools, residential facilities, or homebound/ hospital placements. 4.0% compared to 4.8% at the State Level.

By increasing the Itinerant model at all levels with the necessary supports and services required we will enable more students to participate inside the general education classroom 80% or more of the day. We are in the process of developing a Corrective Action Plan to be implemented over the next three years which will provide administrators, certified and non-certified staff and parents with training of inclusive practices. As this professional development plan is implemented the District will be making programmatic changes to increase the Least Restrictive Environment of all students to include but not limited to the removal of replacement Social Studies and Science classes at the High School and the decrease of replacement Math and English classes. We will also increase direct targeted instruction and pre referral interventions for all students to ensure that they are able to receive the general education curriculum within the general education classroom as appropriate. Our out of district percentage has continuously decreased since the 2013-14 school year and this is something that we will continue to address as we develop more internal programming options. This can be accomplished by increasing our continuum of services within the District. (We have increased our Emotional Support Programming and Autistic Support Programming K-12 providing students more opportunities within their neighborhood school.) We will also work closely with our building administrators on positive strategies to change behavior and limit loss instructional time due to suspensions and changes of placements.

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.

School Board Policy 219 addresses Behavior Support of Students with Disabilities. The policy was written to reflect the requirements of the IDEA and Chapter 14. It emphasizes the need for positive rather than negative measures. It also discourages the use of physical restraints and stipulates the processes to be in place when such restraints become necessary. It defines and prohibits aversive techniques (i.e., corporal punishment, locked rooms, etc). Finally, it addresses requirements regarding student exclusion from the educational programming.

The District employs three Board Certified Behavior Analysts to assist with the ongoing training of behavioral interventions including the development of positive behavior plans and Crisis Prevention Institute De-escalation Training to ensure that the staff is trained in nonadversive proactive techniques. All elementary and middle schools have been formally recognized by PDE for implementing and sustaining fidelity of School Wide Positive Behavior Supports. Team members regularly attend trainings at PaTTAN, the BCIU, and the PBIS Implementors Forum annually. Continued support and targeted training is provided throughout the school year by both the network facilitator and a district coach.

Aside from services provided by our school counselors and social workers, additional School-Based Behavioral Health Services include regularly scheduled IEP Counseling for those with emotional needs. The District works with Bucks County Mental Health, the Council of Southeast Pennsylvania, Warwick Family Services, and KS-Multi Systemic Therapy to provide additional school based mental health services. Some buildings have assigned outside support providers housed in regular offices while other buildings have drop in services depending on the needs of individual students. The District and Bucks County Mental Health have agreed to work closely to address and provide individual mental health services at best as possible during the school day.

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.

Thankfully the District has not had difficulty ensuring FAPE for students. The school district is able to provide FAPE to all students. IEP teams remain focused on selecting placements for implementing student IEPs in the least restrictive environment. The Neshaminy School District offers internal programs and contracts with the BCIU #22 to provide in house programming for a multitude of

needs from MDS to Autistic Support, to Life Skills Support. We were able to increase our ability to program for more students within their neighborhood school or within the District. We have Learning Support, Emotional Support, Autistic Support, Life Skills Support, and Multiple Disability Support programs within the district. We are now beginning to concentrate on programming for a continuum of services in each school as needs arise to meet more needs in neighborhood schools. In extreme cases where a student may not make progress internally and when coordinating with outside mental health/ medical based providers as to a student's best placement options interagency meetings are convened.

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
Woods Services Residential Approved Private School and Residential Treatment Facility	Nonresident	Woods Services provides their own in house program some students attend the neighborhood public school.	100

Community Services Foundation	Nonresident	As an adjudicated placement Community Service Foundation provides their own instruction	9
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bancroft School	Out-of-State Schools	Residential Multiple Disabilities Support	1
Bucks Learning Academy	Other	Emotional Support/ Learning Support	5
Buxmont Academy	Other	Learning Support/ Emotional Support	1
Delta School	Approved Private Schools	Emotional Support	1
Lifeworks	Other	Emotional Support/ Learning Support	4
HMS	Approved Private Schools	Multiple Disability Support	1
Lakeside	Other	Learning Support/ Emotional Support	4
Ombudsman	Other	Learning Support/ Emotional Support	2
Martin Luther	Approved Private Schools	Emotional Support	4
Titusville Academy	Other	Emotional Support	1
Valley Day	Approved Private Schools	Emotional Support	3
Wordsworth Academy	Approved Private Schools	Emotional Support/ Learning Support	2
Wyncote Academy	Other	Emotional Support	1
Lifeworks Village Park	Other	Alternative/ Emotional Needs	10
Center School	Other	Learning Disabilities	1
Lewis School	Other	Learning Disabilities	2
Comprehensive Learning Center	Other	Learning Disabilities and Autistic Support	1
New Hope Academy	Other	Alternative programming	4
Woods Services	Approved Private Schools	AS, ES, LS (1306)	112
Community Service Foundation (CSF)	Other	Adjudicated Program (1306)	9

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 1, 2015

Reason for the proposed change: Change to align staff FTE according to profile

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	7	0.5
Locations:				
Pearl Buck	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	10	0.5
Locations:				
Pearl Buck	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: Update Program Profile to reflect staffing pattern

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	15	0.75
Locations:				
Pearl Buck	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	9	0.25
Locations:				
Pearl Buck	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: Aligning Profile to staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	0.75
Locations:				
Joseph Ferderbar	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	8	0.25
Locations:				
Joseph Ferderbar	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: Aligning Profile to Staffing Plan

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	6	0.5
Locations:				
Joseph Ferderbar	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	0.5
Locations:				
Pearl Buck	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: Updating Profile to align to staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	0.2
Locations:				
Joseph	An Elementary School	A building in which General Education		

Ferderbar	Building	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	8 to 10	16	0.8
Locations:				
Joseph Ferderbar	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* Update Profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	4	0.2
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	14	0.8
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* Update of profile to match staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	2	0.1
Locations:				
Herbert Hoover	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 9	16	0.9
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* Updating profile to match staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.25
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.75
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 30, 2017*Reason for the proposed change:* Updating profile to meet staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 8	1	0.15
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.35
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	3	0.5
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* update profile to meet staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	8	0.5
Locations:				
Herbert Hoover	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 10	1	0.5
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update to meet staffing plan**PROGRAM SEGMENTS**

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

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	7	0.9
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 9	2	0.1
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* Updating Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	4	0.3
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	6	0.7
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* updating profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	1	0.1
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	6	0.9
Locations:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: updating profile to align with staffing plan

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:				
Herbert Hoover	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: updating profile to match staffing plan

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	8	0.5
Locations:				
Walter Miller	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	14	0.5
Locations:				
Walter Miller	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 21, 2020

Reason for the proposed change: updating profile to match staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	0.75
Locations:				
Walter Miller	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	7 to 9	6	0.25
Locations:				
Ferderbar Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to match staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	2	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: Updating Profile to match staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	2	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating to align profile with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.6
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	8 to 10	4	0.4
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	2	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to match staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	6	0.4
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.6
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	5 to 8	7	1

but More Than 20%)				
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	7	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	7	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: Updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator: School District*

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	1
Locations:				
Albert Schweitzer	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: Updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.5
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	10	0.5
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	6	1
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District*

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to match staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	16	0.8
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	7	0.2
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: Updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	20	1
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 21, 2020**Reason for the proposed change: updating profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	8	0.5
Locations:				
Tawanka	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%)	Learning Support	6 to 8	10	0.5

but More Than 20%)				
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 21, 2020*Reason for the proposed change:* updating profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 7	1	0.1
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	8	0.9
Locations:				
Tawanka	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update Profiler to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	11	0.25
Locations:				
Maple Point 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	10 to 11	14	0.75
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type: ClassandPosition

Implementation Date: February 24, 2020

Reason for the proposed change: Update Profile to align to staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	12	0.5
Locations:				
Maple Point 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	10 to 11	6	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 24, 2020

Reason for the proposed change: Update profile to align to staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	8	0.35
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	0.65
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 24, 2020

Reason for the proposed change: Update Profile to align to staffing plan.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	12	0.5
Locations:				

Maple Point 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	11 to 12	8	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.5
Locations:				
Maple Point 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	Learning Support	11 to 12	12	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020*Reason for the proposed change:* Updating profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5
Locations:				
Maple Point 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	Learning Support	11 to 12	12	0.5
Locations:				

Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #46*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update Profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	10	0.5
Locations:				
Maple Point 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	Learning Support	12 to 13	5	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update Profile to align to staffing plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.5
Locations:				
Maple Point 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	Learning Support	12 to 13	7	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 24, 2020

Reason for the proposed change: Update Profile to align to staffing plan

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 13	4	0.5
Locations:				
Maple Point 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	Learning Support	12 to 13	11	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: February 24, 2020

Reason for the proposed change: Updating Profile to align to staffing plan.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.5
Locations:				
Maple Point 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	Learning Support	12 to 13	15	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 24, 2020

Reason for the proposed change: Updating profile to align with staffing plan.

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update profile to align with staffing plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.5
Locations:				
Maple Point 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	Learning Support	13 to 14	15	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 24, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	0.5
Locations:				
Maple Point 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	Learning Support	13 to 14	9	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Updated Profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	14	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	8	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5
Locations:				
Maple Point Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		
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Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	6	0.5
Locations:				
Maple Point 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	Emotional Support	10 to 11	2	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5

Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5
Locations:				
Maple Point 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	Emotional Support	12 to 14	5	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	10	0.5
Locations:				
Maple Point 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	Emotional Support	11 to 13	3	0.5
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 25, 2020

Reason for the proposed change: Update Profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	8	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #60

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 25, 2020

Reason for the proposed change: Update Profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	2	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #60

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 25, 2020

Reason for the proposed change: Update Profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 12	2	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #61

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 25, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	16	0.85

Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.15
Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Program Position #62*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 27, 2020**Reason for the proposed change: update profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	18	0.9
Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.1
Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Program Position #63*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: February 27, 2020**Reason for the proposed change: Update profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	14	0.7
Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	6	0.3

Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #64*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2020*Reason for the proposed change:* Updated the profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.6
Locations:				
Carl Sandburg	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	11	0.4
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #65*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	0.75
Locations:				
Carl Sandburg 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	Learning Support	12 to 14	6	0.25
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #66*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	14	0.75
Locations:				
Carl Sandburg 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	Learning Support	13 to 14	8	0.25
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	12	1
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 27, 2020

Reason for the proposed change: update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	11	0.6
Locations:				
Poquessing 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	Learning Support	11 to 12	3	0.4

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

Program Position #69*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5
Locations:				
Poquessing 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	Learning Support	11 to 12	7	0.5
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #70*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	0.75
Locations:				
Poquessing 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	Learning Support	11 to 12	4	0.25
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #71*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.5
Locations:				
Poquessing 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	Learning Support	12 to 13	20	0.5
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 27, 2014

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.4
Locations:				
Poquessing 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	Learning Support	11 to 12	17	0.6
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 27, 2020

Reason for the proposed change: update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.6

Locations:				
Poquessing 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	Learning Support	13 to 14	8	0.4
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.6
Locations:				
Poquessing 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	Learning Support	11 to 14	6	0.4
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #75*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	14	0.75
Locations:				
Poquessing 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	Learning Support	12 to 13	8	0.25
Locations:				

Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	5	0.25
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	15	0.75
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #77*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	5	0.35
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	6	0.65
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 13	5	0.35
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	3	0.3
Locations:				
Maple Point 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	Emotional Support	11 to 13	4	0.15
Locations:				
poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.2
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #79

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1
Locations:				
Poquessing Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #80

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.5
Locations:				
Neshaminy 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 14	4	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #81

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	2	0.5
Locations:				
Neshaminy 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	Autistic Support	14 to 18	4	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	0.5
Locations:				
Neshaminy 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	15 to 18	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #82*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	0.5
Locations:				
Neshaminy 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	15 to 18	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #83*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	4	0.25
Locations:				
Neshaminy 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	16 to 17	2	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #84*Operator:* School District

PROGRAM DETAILS*Type: ClassandPosition**Implementation Date: February 27, 2020**Reason for the proposed change: Update profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
Neshaminy 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	3	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #85*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 27, 2020**Reason for the proposed change: Update profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	16	0.75
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	1	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #86*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: February 27, 2020**Reason for the proposed change: update profile to align to staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	7	0.5
Locations:				

Neshaminy High School	A Senior High 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	15 to 16	6	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #87*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #88*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.5
Locations:				
Neshaminy 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	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #89*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	4	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	13	0.75
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	17	0.5
Locations:				
Neshaminy 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 16	1	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #91

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: February 27, 2020

Reason for the proposed change: Update Profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	8	0.5
Locations:				
Neshaminy 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 16	6	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #92*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 17	1	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #93*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	12	0.75
Locations:				
Neshaminy 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 15	3	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #94*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	14 to 17	18	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #95*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	7	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #96*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	17	0.85
Locations:				
Neshaminy 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 17	3	0.15
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #97*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	18	0.9

Locations:				
Neshaminy 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	4	0.1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #99*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.5
Locations:				
Neshaminy 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 17	14	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 18	8	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.5
Locations:				
Neshaminy 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	15 to 18	11	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 2, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Neshaminy 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	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 2, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Neshaminy 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	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing plan***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	14	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #111*Operator: School District***PROGRAM DETAILS***Type: Class and Position**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	14 to 15	7	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112*Operator: School District*

PROGRAM DETAILS*Type: Class**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.5
Locations:				
Neshaminy 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	9	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.5
Locations:				
Neshaminy 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	9	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 2, 2020**Reason for the proposed change: Update profile to align with staffing update***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.5
Locations:				

Neshaminy High School	A Senior High 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	14 to 18	9	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #116*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Uptight profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	7	0.5
Locations:				
Neshaminy 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	15 to 17	6	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #117*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 18	3	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	7	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #118*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	10	0.5
Locations:				
Neshaminy 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	17 to 18	8	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #119*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	6	0.5
Locations:				
Neshaminy 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	17 to 18	9	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #120*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Updated profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	8	0.5
Locations:				
Neshaminy 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	16 to 17	10	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #122*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.5
Locations:				
Neshaminy 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	6	0.5
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #123*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* March 2, 2020*Reason for the proposed change:* Updated profile to align to staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	32	0.5
Locations:				
Ferderbar 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	8 to 10	33	0.5

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

Program Position #124*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	32	0.5
Locations:				
Hoover 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	8 to 10	33	0.5
Locations:				
Hoover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #125*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Updated profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	32	0.5
Locations:				
Hoover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #126*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 7	20	0.3

	Support			
Locations:				
Pearl Buck 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	8 to 10	20	0.3
Locations:				
Pearl Buck 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	5 to 8	20	0.4
Locations:				
Tawanka Elementary school	An Elementary School Building	A building in which General Education programs are operated		

Program Position #127*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	20	0.3
Locations:				
Albert Schweitzer 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	8 to 10	20	0.3
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #128*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Updated profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	65	1

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

Program Position #129*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	65	1
Locations:				
Tawanka Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update Profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	4	0.6
Locations:				
Miller Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #131*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	40	0.8
Locations:				
Carl Sandburg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #132*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition

Implementation Date: March 5, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

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

Program Position #134

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 5, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	10 to 13	20	0.2
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #135

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 5, 2020

Reason for the proposed change: Update profile to align with staffing plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 14	65	1
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #136

Operator: Intermediate Unit

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 5, 2020

Reason for the proposed change: Update profile to align with staffing chart

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	8	1

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

Program Position #138*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	8	1
Locations:				
Tawanka Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #139*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	8	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #140*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Updated profile to align with the staffing plan**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:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #141*Operator:* Intermediate Unit

PROGRAM DETAILS*Type:* ClassandPosition*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 13	8	1
Locations:				
Maple Point Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #142*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 5, 2020*Reason for the proposed change:* Update the profile to align with the staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Joseph Ferderbar Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #143*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 12, 2020*Reason for the proposed change:* Amended profile to align with staffing plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 13	5	0.25
Locations:				
Poquessing	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	10 to 13	5	0.25
Locations:				
Maple Point 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	Blind or Visually Impaired Support	15 to 18	5	0.25
Locations:				
Neshaminy 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	Blind or Visually Impaired Support	7 to 9	5	0.25
Locations:				
Albert Schweitzer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #144*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 12, 2020*Reason for the proposed change:* Updated Profile to Align with Staffing Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 9	5	0.25
Locations:				
Hoover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 7	5	0.25
Locations:				
Albert Schweitzer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	5	0.25
Locations:				
Maple Point 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	15 to 18	5	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #144

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 12, 2020

Reason for the proposed change: Updated Profile to Align with Staffing Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 9	5	0.25
Locations:				
Hoover Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 7	5	0.25
Locations:				
Albert Schweitzer Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	5	0.25
Locations:				
Maple Point 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	15 to 18	5	0.25
Locations:				
Neshaminy High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Neshaminy District Office	1
Supervisor of Special Education	Neshaminy District Office	3
School Psychologist	Neshaminy District Office	8
School Social Workers	Neshaminy District Office	3
Personal Care Assistants	Kindergarten through 12th	38

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
IEP Behavioral Counselor	Outside Contractor	5 Days
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	5 Days
1:1 IEP Nursing Services (elementary)	Outside Contractor	5 Days
Social Worker	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days
IEP Behavioral Counselor	Outside Contractor	5 Days
IEP Behavioral Counselor	Outside Contractor	5 Days
IEP Behavioral Counselor	Outside Contractor	5 Days
IEP Behavioral Counselor	Outside Contractor	5 Days
Job Coach (18-21 Transition Program)	Outside Contractor	5 Days
Job Coach (18-21 Transition Program)	Outside Contractor	5 Days
MDS Programming Nursing Needs (high school)	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Description:</p> <p>Overview of current diagnostic criteria and best practices in assessment, intervention, and program development for students with ASD in both autistic support and regular education classrooms.</p> <p>Person(s) Responsible:</p> <p>Special Education Supervisor; Behavioral Specialists; BCIU TAC; Autistic Support Teachers</p> <p>Start Date:</p> <p>7-1-2020</p> <p>End Date:</p> <p>6-30-2019</p> <p>Program Area(s):</p> <p>Special Education</p> <p>Professional Development Details</p> <p>Hours Per Session:</p> <p>2</p> <p># of Sessions:</p> <p>11</p> <p># of Participants Per Session:</p>
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	<p>Per building staff - 200</p> <p>Provider:</p> <p>NSD, BCIU</p> <p>Provider Type:</p> <p>School Entity</p> <p>PDE Approved:</p> <p>No</p> <p>Knowledge Gain:</p> <p>Workshops will provide strategies that can be easily incorporated into the classroom to support students with ASD to be successful both academically, behaviorally, and socially. It will cover many topics such as, characteristics and challenges of students at the higher end of the spectrum, social skills instruction, assessment strategies for functional skill acquisition and goal development, and how to take meaningful data.</p> <p>Research & Best Practices Base:</p> <p>Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.</p> <p>For classroom teachers, school counselors and education specialists:</p> <ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-
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making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to the common core standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning.
- Instructs the leader in managing resources for effective results.

Training Format:

Series of Workshops

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Paraprofessionals
- Other educational specialists
- Related Service Personnel

Grade Levels:

- Elementary (grades K-4)
- Middle (grades 5-8)
- High (grades 9-12)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation

	<p>outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Journaling and reflecting <p>Evaluation Methods:</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA/PASA data • Standardized student assessment data other than the PSSA/PASA • Keystone Assessments • Classroom student assessment data
Person Responsible	Anthony Devlin
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	11
# of Participants Per Session	200
Provider	School District and BCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	See above
Research & Best Practices Base	See above
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>

	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>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>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

	Review of written reports summarizing instructional activity
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Behavior Support

Description	<p>Description:</p> <p>Relevant Staff will receive CPI Training, Buildings will continue School Wide Positive Behavior Support.</p> <p>Person Responsible:</p> <p>Special Education Supervisors, BCIU TAC, District Behaviorists</p> <p>Start Date:</p> <p>7/1/2020</p> <p>End Date:</p> <p>6/30/2023</p> <p>Program Area(s):</p> <p>Special Education</p> <p>Professional Development Details</p> <p>Hours Per Session:</p> <p>45 minutes to 7 hours</p> <p># of Sessions:</p> <p>30</p> <p># of Participants Per Session:</p> <p>20</p> <p>Provider:</p>
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	<p>SD</p> <p>Provider Type:</p> <p>School Entity</p> <p>PDE Approved:</p> <p>No</p> <p>Knowledge Gain:</p> <p>There are many students presenting with a host of behavioral challenges. This program will focus on helping educators to understand how behavior manifests in the classroom. Strategies to promote student engagement and positive interactions will be provided to assist educators in supporting students with behavioral challenges.</p> <p>Staff will be exposed to several user-friendly methods to collect information regarding student progress and behavior. In addition, staff will be shown how to use this data to assist in student's education programs</p> <p>Research & Best Practices Base:</p> <p>Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.</p> <p>For classroom teachers, school counselors and education specialists:</p> <ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community
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partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

Series of Workshops

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- School counselors
- Paraprofessional
- Other educational specialists
- Related Service Personnel
- Parents

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)

	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12) <p>Follow-up Activities:</p> <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting <p>Evaluation Methods:</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity
Person Responsible	Anthony Devlin
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	30
# of Participants Per Session	20
Provider	SD
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	See above

Research & Best Practices Base	See above
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</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	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

	peers Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Paraprofessional

Description	<p>Description:</p> <p>Paraprofessionals will be provided training opportunities in group sessions and individual web based mini lessons.</p> <p>Person Responsible:</p> <p>Special Education Supervisors and BCIU TAC Support</p> <p>Start Date:</p> <p>7/1/2020</p> <p>End Date:</p> <p>6/30/2023</p> <p>Program Area(s):</p> <p>Special Education</p> <p>Professional Development Details</p> <p>Hours Per Session:</p>
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	<p>Multiple Sessions ranging from 1 hour to 8 hours</p> <p># of Sessions:</p> <p>30</p> <p># of Participants Per Session:</p> <p>20</p> <p>Provider:</p> <p>SD, BCIU</p> <p>Provider Type:</p> <p>School Entity</p> <p>PDE Approved:</p> <p>No</p> <p>Knowledge Gain:</p> <p>Overview of various topics including Behavior Improvement Strategies, Least Restrictive Environment, Supporting the Instructional Process, The IEP Process: The Role of the Paraeducator, Celebrating Similarities: Students with Disabilities, and Defining the Role of the Paraeducator will be provided in a traditional presentation setting. The District also offers web based individual trainings in 15 minute to 45 minute modules relaying pertinent information including but not limited to Bloodborne Pathogens, Anaphylaxis, and FERPA. CPI Training is also provided on an as needed basis.</p> <p>Research & Best Practices Base:</p> <p>Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.</p>
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For classroom teachers, school counselors and education specialists:

- Teachers will receive Professional Development on the utilization of paraeducators via a training titled, "Melding: A Partner Teacher's Guide to Working with Paraeducators Who Support Students with Disabilities."

For school and district administrators, and other educators seeking leadership roles:

Administrators will be trained using "the Administrators Guide to Facilitating the Partners Teacher/ Paraeducator Partnership."

Training Format:

Series of Workshops and individualized web based training

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
- Other: Classroom observations and team meetings

Evaluation Methods:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	<p>classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> Classroom student assessment data <p>Participant survey</p>
Person Responsible	Anthony Devlin
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	60
# of Participants Per Session	20
Provider	SD, BCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	See above
Research & Best Practices Base	See above
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Offsite Conferences</p>

Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting Classroom observations and team meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Reading

Description	<p>Reading NCLB #1</p> <p>Description:</p> <p>Training in assessment procedures that can meaningfully drive IEP development and instruction.</p> <p>Person(s) Responsible:</p> <p>Special Education Supervisors</p> <p>Start Date:</p> <p>7/1/2020</p>
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End Date:

6/30/2023

Program Area(s):

Special Education

Professional Development Details

Hours Per Session:

3.5

of Sessions:

11

of Participants Per Session:

Per building Staff - up to 200

Provider:

NSD, BCIU

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

The participants will gain the knowledge necessary to understand how students learn to read. The content contained within this series is based on the science of reading. The workshop will cover every facet of the five big ideas in reading: phonemic awareness, phonics, fluency, vocabulary, comprehension. Participants will learn how to make informed decisions that will increase the effectiveness reading instruction, remediation, assessment and progress

monitoring.

Research & Best Practices Base:

Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format:

Series of Workshops

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Paraprofessional
- Other educational specialists
- Related Service Personnel

Grade Levels:

- Elementary - (grades K-4)
- Middle (grades 5-8)
- High (grades 9-12)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Journaling and reflecting

Evaluation Methods:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Classroom student assessment data
- Review of participant lesson plans
- Review of written reports summarizing instructional activity

Person Responsible	Anthony Devlin
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.5
# of Sessions	11
# of Participants Per Session	200
Provider	NSD, BCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	See above
Research & Best Practices Base	See above
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	School counselors Paraprofessional Other educational specialists Related Service Personnel
Grade Levels	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	Description: Indicator 13 compliant IEPs along with coordinated transition activities documented in IEPs. Person Responsible: Special Education Supervisor, Technical Support from BCIU, Transition Coordinator Start Date: 7/1/2020
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End Date:

6/30/2023

Program Area(s):

Special Education

Professional Development Details

Hours Per Session:

45 min (Targeted PD during Prep time), 4 hours (Group PD)

of Sessions:

10 group sessions annually as needed; individual meetings will be provided as needed as determined by supervisor.

of Participants Per Session:

Group Sessions may include 5-7 participants.

Provider:

SD, BCIU

Provider Type:

School Entity

PDE Approved:

No

Knowledge Gain:

Participants will develop strategies for collecting and using data to improve secondary, transition, and postsecondary outcomes for youth with disabilities. Ongoing technical assistance to improve systems for post-school outcome data collection and used in IEPs will be included in the training.

Research & Best Practices Base:

Ongoing professional development aligned with the school's common focus and high expectations to improve the performance of all students is the foundation of all information presented. These professional development offerings are focused and informed by research and school/classroom-based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

	<p>Series of Workshops</p> <p>Participant Roles:</p> <ul style="list-style-type: none"> • Special Education Teachers • Principals / Asst. Principals • Other educational specialists • Related Service Personnel <p>Grade Levels:</p> <ul style="list-style-type: none"> • Middle (grades 7-8) • High (grades 9-12) <p>Follow-up Activities:</p> <ul style="list-style-type: none"> • Team development and sharing of transition goals and activities with involvement of administrator and/or peers • Journaling and reflecting • Other: Guided practice with IEP development <p>Evaluation Methods:</p> <ul style="list-style-type: none"> • Participant survey • Other: Review of IEP (Specifically Transition Section)
Person Responsible	Anthony Devlin
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	

Professional Development Details

Hours Per Session	4.0
# of Sessions	10
# of Participants Per Session	6
Provider	SD, BCIU

Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will be provided information regarding best practices of Indicator 13 needs and also provided instruction on appropriate reporting in the IEP.
Research & Best Practices Base	See above
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting Guided practice with IEP development
Evaluation Methods	Participant survey Review of IEPs

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer