

Upper Darby SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

4611 Bond Ave
 Drexel Hill, PA 19026-4592
 610-789-7200
 Superintendent: Daniel McGarry
 Director of Special Education: Edward Marshaleck

Planning Committee

Name	Role
Thomas Fitti	Administrator : Special Education
Melissa Hardas	Administrator : Special Education
Jennifer Jones	Administrator : Special Education
Edward Marshaleck	Administrator : Professional Education Special Education Schoolwide Plan
Megan McCoach	Administrator : Special Education
James Nielsen	Administrator : Special Education
Jill Palladino	Building Principal : Special Education
Dina Williams	Building Principal : Professional Education Special Education
Kathleen Campbell	Ed Specialist - Other : Special Education
Kathryn Jumper	Ed Specialist - Other : Special Education
Cheryl McClelland	Ed Specialist - Other : Special Education
Suzanne McKniff	Ed Specialist - Other : Special Education
Stephani Church	Ed Specialist - School Psychologist : Special Education
Katrina Dunning	Ed Specialist - School Psychologist : Special Education
Jeremy Park	High School Teacher - Regular Education : Special Education
Laura Barr	High School Teacher - Special Education : Special Education
William Moore	High School Teacher - Special Education : Special Education
Nicole Pozzuolo	High School Teacher - Special Education : Special Education
Christine Halka	Parent : Special Education
Kelly McGill	Parent : Special Education

Melba Spence	Parent : Special Education
Bernadette Walter	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 2200

Identification Method

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

Identification Method

All students in the Upper Darby School District (UDSD) are assessed regularly throughout the school year to determine individual needs in the areas of reading, math, and behavior. Assessments used include Measure of Academic Progress (MAP), AIMSweb Plus, and Pennsylvania System of School Assessment (PSSA), Keystone Exams at the appropriate grade levels as well as curriculum based assessments, and individual functional performance. Students who are not reaching proficiency are provided with differentiated instruction during classroom instruction in addition to a three-tiered approach through a Multi-tiered System of Supports (MTSS). At the Tier one level, teachers differentiate instruction within the research-based core curriculum. At Tiers two and three, small groups or 1:1 instruction is provided to address specific needs through the use of research and evidence based intervention programs. At tiers two and three of the intervention frequency and duration can be altered to provide the appropriate level of support.

In addition, weekly Student Support Team (SST) meetings occur in each building to address concerns identified by staff and/or parents. Prior to the SST meeting, individual teachers complete a comprehensive referral form that includes academic and behavioral strengths and concerns. The team collaborates and determines if further interventions are required or recommend the need for a psycho-educational evaluation to be conducted. Currently, Upper Darby School District School Psychologists use the discrepancy model and patterns of strengths and weaknesses for the identification of students with specific learning disabilities. The district does believe in the Multi-tiered System of Support (MTSS) process to aid in the evaluation of students; however, we do not use MTSS as the deciding factor for identifying students in need of specially designed instruction.

The UDSD Process prior to the identification of students utilizes the following data points:

1. Curriculum assessments are provided on a regular schedule to monitor grade level academic growth in reading, language arts, and mathematics.

- Students K-8 are monitored using AIMSweb probes, MAP assessments, curriculum and intervention based assessments in addition to the annual PSSA at appropriate grade levels.
- Students 9-12 are monitored using MAP assessments, curriculum and intervention based assessments, AIMSweb probes, and Keystone Exams.

- Keystone Exams are administered and will continue to be administered as directed by the Pennsylvania Department of Education (PDE).
2. School-based teams organize and analyze assessment data in a timely manner to adjust instruction within the core curriculum and to determine the need for additional intervention time or a change in intervention.
 3. Students performing below or well below benchmark are progress monitored weekly or bi-weekly depending on their level of need.
 4. School teams may design and provide intensive instruction to students who show minimal progress after a reasonable time period (4 to 6 weeks) in any intervention.
 5. Smaller group instruction or extended time, tailored to the specific needs of the student, may be provided in addition to regularly scheduled reading/math intervention. All progress is monitored weekly for those students within this extended intervention process.
 6. When the data reflect that a student has made minimal progress, the school-based team completes the SST Comprehensive Referral form and forwards the information to the Student Support Team (SST). This team may recommend additional interventions or that a comprehensive psycho-educational evaluation be conducted to determine if the student has a Specific Learning Disability and is in need of specially designed instruction.

Enrollment

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

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

The Upper Darby School District does not have significant disproportionalities in the Enrollment Difference Status 2018-2019

Disability Description	District %	State %	% Difference
Total Special Ed Enrollment	17.5	17.3	.2
Autistic/Autism	13.0	11.3	1.7
Hearing impairment including deafness	.8	.9	-.1
Intellectually disability	6.3	6.3	0
Multiple disabilities	1.1	1.0	.1
Orthopedic impairment	--	.2	.2
Emotional disturbance	10.4	8.5	1.9
Specific learning disability	44.0	40.6	3.4
Speech or language impairment	8.1	14.3	-6.2

Visual impairment including blindness	.8	.4	.4
Other health impairment-	15.3	16.4	-1.1

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?

Upper Darby School District does not currently host a 1306 facility (Ex. Residential Treatment Facility). However, if a 1306 facility were to open within the Upper Darby School District (UDSD) boundaries, the district would work with the facility and any school district of attending students to ensure that all students are receiving a Free Appropriate Public Education (FAPE).

Incarcerated Students Oversight

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

The UDSD recognizes our operational responsibilities to provide a Free Appropriate Public Education (FAPE) to all students deemed eligible for Special Education services. Educational services for all incarcerated students are provided through the Delaware County Intermediate Unit (DCIU). The DCIU requests records from the UDSD to ensure appropriate services are rendered. The LEA representative is invited to attend annual IEP meetings for each student.

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.

Current LRE Data from 2018-2019 School Year:

Educational Environments	District %	State %	% Difference
Inside Regular Class 80% or More	50.6	61.5	10.9
Inside Regular Class <40%	0.9	9.4	8.5
In Other Settings	9.8	4.8	5

The UDSD's current Least Restrictive Environment (LRE) data in the chart above shows that the district continues to need to include a higher number of students in the general education class 80% or more of the school day and reduce its percentage of students placed in out-of-district programs. To ensure that all IEP teams work to implement IEPs in the LRE and that students are educated to the greatest extent with their non-disabled peers, the UDSD provides ongoing staff development, maintains an effective pre-referral process, which includes a three-tier process for addressing student's needs, has a strong commitment to inclusive practices and insist that all IEP teams consider the general education environment with aids and services as the first option for FAPE to be provided to all students. The district recognizes the need for continued professional development in assisting teams in this decision-making process and has planned accordingly. The LEA has developed the following procedures to ensure that students are placed in the Least Restrictive Environment:

Require case managers to complete the following:

- SAS (Supplemental Aids and Services) Toolkit
- Students in all programs are assigned a General Education Homeroom. This teacher, along with the other members of the IEP team will work throughout the school year to find appropriate opportunities for the student to be included with non-disabled peers. The team will update and amend the student's IEP and issue a new NOREP if needed.
- Require all case managers to calculate and verify LRE percentages in each student's IEP
- All students attending our special programs will be assigned a homeroom teacher from the beginning of the school year who will serve as a member of the individual student's IEP team.
- Teachers will demonstrate the accurate calculation of minutes per day that student is removed from the general education environment. Teachers will complete the 'Formula

Spreadsheet' provided by UD Special Education Dept. Spreadsheet(s) will be forwarded to the Supervisors of Special Education for review.

- All IEP teams to complete SaS (Supplemental Aids and Services) Toolkit when developing IEP for all students attending special programs throughout the school district. (Autistic Support, Life Skills Support, Multiple Disabilities Support, Emotional Support)

Professional Development for all special education and general education staff on including students in the general education environment. Topics to include:

- SAS (Supplemental Aids and Services) Toolkit
- *Understanding: Autism. Mental Health Disorders, Intellectual Disability*
- *Accommodations and Modifications*
- *Understanding the IDEA*
- *New Teacher Induction*
- *Special Education Frameworks*
- *PASA Training*
- *Understanding the IEP and the role of the General Education Teacher*
- *Class-wide behavior management systems*
- *Verbal intervention to decrease problem behaviors.*
- *Discipline and students with IEPs.*
- *Visual Supports for Students with disabilities*
- *Individual Behavior Intervention Systems*
- *Replacement Behavior Development*
- *How to Conduct a Functional Behavior Assessment and Positive Behavior Support Plan*

UDSD offers a continuum of services for our students with disabilities and are in need of specially designed instruction beginning with the general education environment. Students are supported in the general education environment through appropriate staff that may include: the special education teacher, classroom assistant, personal care assistant, behavior specialist, teacher of the visually impaired, speech/language, physical, hearing, and occupational therapists, and board certified behavior analyst. These professionals and paraprofessionals work closely with the general education

teacher to implement accommodations and adaptations to ensure that students meet with success in the general education curriculum. Some examples of Supplementary Aids and Services provided in the UDSD are:

Collaborative

- Scheduled time to co-plan and for team meetings
- Instructional arrangements that support collaboration (e.g. push-in teaching support, paraprofessional support)
- Professional development related to collaboration
- Coaching and guided support for team members in the use of assistive technology for an individual student
- Scheduled opportunities for parental collaboration
- All school personnel collaborate in the development and delivery of SaS

Instructional

- Providing alternate ways for students to demonstrate learning
- Providing testing modifications
- Providing alternate materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, software)
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing visual strategies
- Providing instructional adaptation (e.g. pre-teaching, repeating directions, extra examples and nonexamples)

Physical

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.

- Adaptive equipment
- Adjustments to sensory input (e.g. light, sound)
- Environmental Aids (e.g. classroom acoustics, heating, ventilation)
- Structural Aids (e.g. wheelchair accessibility, trays, grab bars)

Social-Behavioral

- Social skills instruction
- Counseling supports
- Peer supports (e.g., Facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

Data indicates that a majority of our students receiving special education are supported in-district programs. Learning Support, Life Skills Support, Autistic Support, Emotional Support, and Vision Support programs are offered in UDSD at the elementary, middle and high schools levels. Multiple-Disabilities Support is offered at the elementary level and will be provided at the middle and high school levels as the need occurs. UDSD also utilizes Intermediate Unit programs that are offered in neighboring districts for those students with significant language or hearing needs.

The goal of the UDSD is to provide all students with instruction in the core curriculum in the general education environment. However, depending on the level of need and the amount of supplemental aids and services deemed necessary for individual students, the IEP team will determine the appropriate district environment in which the student will make meaningful academic progress.

As of March 1, 2020 there are approximately 245 students currently placed in Approved Private Schools, Intermediate Unit Programs, or Private Schools, which provide educational placements for students in need of a more restrictive setting where intensive services are provided to ensure the provision of FAPE. The following chart provides a breakdown of students placed in out of district programs due to the level of supports needed to provide FAPE for each student.

Disability Category	% of 9.8% Placed	Explanation
Emotional Disturbance	3.1%	- Level of behavioral and mental health interventions needed. - Behavioral infractions found not to be a manifestation of the disability.

		- Removed from LEA for possession of drugs or weapons. - Significant supports needed to provide FAPE. - Significant supports needed IEP team decision.
Intellectually Disabled	1.0%	-Significant behaviors associated with student's primary disability. -Significant supports needed IEP team decision.
Autistic/Autism	2.1%	- Significant behaviors associated with student's primary disability. - Significant supports needed IEP team decision.
Learning Disability	.3%	- Behavioral infractions found not to be a manifestation of the disability. - Removed from LEA for possession of drugs or weapons. - Significant supports needed IEP team decision. - Significant supports needed to provide FAPE.
Multiple Disabilities	.6%	-Level of physical and medical supports needed to provide FAPE.
Other Health Impaired	1.3%	-Significant level of behavioral and mental health supports needed to provide FAPE. - Behavioral infractions found not to be a manifestation of the disability. - Significant supports needed IEP team decision. - Significant supports needed to provide FAPE.
Hearing Impairment Including Deafness	.5%	-Significant supports needed to provide FAPE.
Visual Impairment Including Blindness	.2%	-Significant supports needed to provide FAPE.
Speech or Language Impairment	.2%	-Significant supports needed to provide FAPE.
Deaf-Blindness	0	-Significant supports needed to provide FAPE.

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.

All of The Upper Darby School District schools have a Behavior Support Team that works collaboratively with building professionals and paraprofessionals to develop and implement positive

and effective behavior programs for students at all grade levels. At the start of the 2011-2012 school year, Upper Darby implemented a district-wide positive behavior support program that follows the Response to Behavioral Instruction and Intervention (RTBII) framework. Using this framework, a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available.

A researched based framework is used to teach, model, and support appropriate school wide behaviors. The team collects data on an on-going basis for each student. Students who present with behavioral needs are referred to the school based team where data is organized and analyzed in a timely manner to determine the appropriate strategies and interventions required to address targeted behaviors. In the 2019-2020 school year this framework is referenced as Multi-Tiered Ststem of Support (MTSS). Teams continue to review and revise behavior interventions and supports that are necessary to improve functional performance.

Examples of interventions used-(not an exhaustive list)

- Tier One – Classroom management techniques, Positive Behavioral Support Lessons, School wide Expectaions, School wide reinforcement strategies, Bullying prevention programs, Student Assistance Program, and Trauma Informed Care-
- Tier Two – Small group instructional lessons, Second Step Social Skills Curriculum, Social Worker referral for services, Behavior self-monitoring tools, mentoring program, CICO - Check in and Check Out, Student Assistance Program
- Tier Three – Any Tier One or Tier Two level of support with higher level of frequency and duration, Student Assistance Program, customized student schedules, 1:1 sessions with support personnel, A-B-C self-monitoring skills

Student Assistance Program (SAP)

The Student Assistance Program of Upper Darby School District was established in 1986 to combat the problem of drug and alcohol abuse among the students in our schools. Our program was part of a statewide effort to address the problem of drugs and alcohol in public schools. The program was based upon the state model and was funded and implemented with the assistance of the Pennsylvania Department of Education. SAP has further expanded to assist students with behavioral and mental health needs.

The Student Assistance Program continues to be an integral part of the instructional program of Upper Darby School District. Through education and awareness programs targeting the dangers and risks associated with the use of drugs, alcohol, and tobacco and awareness activites around mental health, we hope to eliminate a barrier to academic achievement and success. These programs contribute to the universal school-wide supports needed to build resilient schools in our district.

Goals of the Student Assistance Program

- To educate and heighten the awareness of students, faculty, parents, and the community concerning the risk of drug and alcohol use and mental health concerns.
- To identify students who are involved, or who are “at risk” of becoming involved with the abuse of alcohol or other drugs.
- To identify learning barriers to academic achievement and success that may involve mental health concerns.
- To intervene with the identified students and, in cooperation with their families, refer them to appropriate outside agencies for treatment and support.

The Student Assistance Program is a proactive effort to address these concerns and advance the interests of our students. At the elementary school level, the focus is on prevention through education and awareness, whereas, at the middle school and high school level SAP is primarily a referral and intervention program.

The Student Assistance Program Team

The SAP Team of each school is made up of specially trained school personnel. Teams are representative of the professional staff of the school, i.e. school nurses, teachers, guidance counselors, social workers, school psychologists, and administrators.

The Referral Process

Students are referred to the SAP Team by teachers, staff members, administrators, parents and/or peers. If the referral is determined to be an appropriate SAP concern, objective behavioral data is gathered and reviewed by the SAP Team. Should the data support the concern, the parent/guardian is contacted and invited in for a meeting to discuss the concern and to offer support and a possible assessment by a contracted professional through Holcomb Behavioral Health . Based on the assessment, appropriate support and/or treatment strategies are suggested and discussed. All SAP referrals and the information obtained and discussed throughout the process is confidential.

The following policies related to behavioral supports and discipline of students with disabilities can be found under the school district website and are referenced below:

103 Non Discrimination Harassment-School and Classroom Practices

103.1 Non Discrimination Qualified Students with Disabilities

113.1 Discipline of Students with Disabilities

113.2 Behavior Supports

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Bullying/Cyberbullying Policy (103 AR0- Student Form, 103- AR1 Bullying Harassment

Report Form)

The Upper Darby School District School Board PBSP Policy 113.1 includes all the required regulatory components including the use of research based practices and techniques, training and re-training of school personnel on the use of PBSP, de-escalation techniques, and emergency responses.

The LEA utilizes effective techniques to teach socially appropriate alternative skills and reduce problem behaviors. A school-wide positive behavior support program is in place in all schools throughout the district to reinforce universal behaviors around three themes: Be Ready, Be Responsible, Be Respectful. The LEA reports all incidences of the use of restraints through leaderservices.com as required by PDE and notifies parents when a restraint is used and offers an IEP meeting within 10 days of the restraint. Student files for those students who have experienced a restraint include all appropriate documentation. When the IEP team indicates that the student exhibits behavior that impedes his/her learning or the learning of others, under Special Considerations on the IEP, the team develops a behavior support plan. The PBSP is developed based on a Functional Behavior Assessment (FBA) and becomes part of the student's IEP. When the use of a restraint is indicated in a student's IEP as part of a PBSP plan, the IEP outlines when a restraint will be used in conjunction with the teaching of socially acceptable alternative behaviors. Trainings occur annually for our staff working in special programs with students with low-incidence disabilities, and as needed for other staff members throughout the district. For those students where IEPs indicate the use of restraints, a plan is in place to eliminate the use of restraints through the application of PBSP. All staff, in particular the IEP teams of students who require the use of restraints, are aware that prone restraints are prohibited. Current training reflects the most up-to-date regulations regarding the use of safe techniques for the use of physical restraints.

Emotional Support Program

The Upper Darby School District recognizes the emotional development of students is part of the developmental process, and at times, inappropriate behaviors will be displayed in the normal course of a child's development. The Upper Darby School District also recognizes that some students need additional, individualized supports to make emotional and behavioral gains. Therefore, in addition to the School-Wide Positive Behavior Support program, UDSD provides itinerant and supplemental emotional support at the elementary, middle, and high school levels. In addition to the special education teachers and classroom assistants, there are nine behavior specialists contracted through Child Guidance Resource Center. Also, we have contracted one outpatient clinician through Child Guidance Resource Center two days a week. These individuals conduct daily social skills group sessions and provide guidance, training, and support for students and staff in the implementation of de-escalation techniques, position behavior supports, and interventions to immediately address student behaviors. In addition, a School Psychologist is assigned to each level to conduct assessments and provide individual and group therapy.

With the assistance of the Department of Public Welfare and help from the Child Guidance Resource Center, the UDSD is able to maintain a Satellite Mental Health Clinic located on the campuses of two

elementary school locations and the high school, where students and their families are able to obtain appointments with the psychiatrist, medication checks, and therapy. The district continues to work with the Child Guidance Resource Center to establish additional clinics throughout our district schools.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Upper Darby School District provides a continuum of services for students with special needs at the itinerant and supplemental level. Child Guidance Resource Center works with The Upper Darby School District in providing support and services for students with Emotional Disturbance and also provides professional development and training for teachers, staff, and administrators in de-escalation techniques, positive behavior supports, restraint training, and understanding of mental health disabilities. In coordination with the Child Guidance Resource Center and the Department of Public Welfare, The Upper Darby School District maintains a Satellite Mental Health Clinic on the campuses of the Hillcrest and Stonehurst Hills Elementary Schools and Upper Darby High School, which is open to all students and their families within the Upper Darby School District. However, there are instances where the district has exhausted its level of resources, and in order to ensure that a FAPE is provided must look to the Delaware County Intermediate Unit or Approved Private Schools to deliver services for particular students.

The IEP team will meet regularly to discuss a student's progress and determine the resources needed to support the student in district programs. However, if the team, which includes the student's parents/guardians and any interagency personnel, determine that a more restrictive environment is needed to ensure that FAPE is provided, the team make the recommendation for an out-of-district placement. District personnel will make placement for an individual student, make applications to the identified program(s), support parents/guardians in their efforts to visit a program and participate in the intake interview process, arrange transportation for the student upon acceptance, and continue to participate as the LEA and member of the IEP team. The district has continued to create relationships with programs and schools where students with significant needs are receiving the level of mental health, behavioral, and academic supports necessary to address students' needs and provide FAPE.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Community School	Special Education Centers	Emotional Support	6
Delaware County Academy	Special Education Centers	Emotional Support	3
George W. Hill Correctional Institution	Other	Emotional Support	7
Glenwood Elementary School	Neighboring School Districts	Speech and Language Support	1
Marple Education Center	Special Education Centers	Autistic Support	10
Marple Education Center	Special Education Centers	Emotional Support	1
Strath Haven High School	Neighboring School Districts	Deaf or Hearing Impaired Support	1
Swarthmore Rutledge School	Neighboring School Districts	Deaf or Hearing Impaired Support	2
The County Alternative School	Special Education Centers	Emotional Support	15
Buxmont Academy	Other	Emotional Support	2
Child Guidance Resource Center	Other	Emotional Support	9
Mill Creek	Other	Emotional Support	3
Children and Adult Disability & Education Services - CADES	Approved Private Schools	Multiple Disabilities Support	7
Davidson School - Elwyn	Approved Private Schools	Autistic Support	12
Davidson School - Elwyn	Approved Private Schools	Emotional Support	9
Devereux Brandywine	Approved Private Schools	Emotional Support	1
Devereux Mapleton	Approved Private Schools	Emotional Support	1
Devereux Kanner	Approved Private Schools	Emotional Support	3
Green Tree School	Approved Private Schools	Emotional Support	4
HMS - School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities Support	3
Gemma Services (formerly Martin Luther)	Approved Private Schools	Emotional Support	5
Overbrook School for	Approved Private	Blind or Visually	6

the Blind	Schools	Impaired Support	
Pathway School	Approved Private Schools	Autistic Support	4
Pathway School	Approved Private Schools	Emotional Support	1
Pathway School	Approved Private Schools	Learning Support	1
Pathway School	Approved Private Schools	Multidisabilities Support	1
Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	4
Vanguard School	Approved Private Schools	Autistic Support	12
Vanguard School	Approved Private Schools	Emotional Support	3
Woods Services	Approved Private Schools	Multiple Disabilities Support	3
Fairwold Academy	Approved Private Schools	Emotional Support	6
Strath Haven Middle School	Neighboring School Districts	Deaf/Hearing Support	5
Springton Lake Middle School	Neighboring School Districts	Learning Support	2
Camp Hill Special School	Approved Private Schools	Life Skills Support	1
Chester County Learning Center	Other	Emotional Support	5
Child Career Development Center	Other	Life Skills Support	2
Davidson School - Elwyn	Approved Private Schools	Life Skills Support	6
Green Tree School	Approved Private Schools	Autistic Support	1
Latham	Out-of-State Schools	Multiple Disabilities Support	1
Life Works Academy	Other	Autistic Support	4
Life Works Academy Rockbourne Falls	Other	Emotional Support	21
New Hope Academy	Other	Emotional Support	1
Residential Treatment Facilities	Other	Emotional Support	16
Devereux Mapleton	Other	Autistic Support	1
Ithan Elementary School	Neighboring School Districts	Learning Support	2
Lakeside School	Approved Private Schools	Emotional Support	2
Lakeside Girls Academy	Approved Private Schools	Emotional Support	1

Yale School	Approved Private Schools	Autistic Support	4
Haverford High School	Neighboring School Districts	Life Skills Support	1
A Step Up Academy	Other	Autistic Support	2
Penncrest High School	Neighboring School Districts	Learning Support	2
New Pathways	Other	Emotional Support	7
The Timothy School	Approved Private Schools	Autistic Support	1
Marple Ed Center	Other	Multidisabilities Support	2
Chester County Learning Center	Other	Learning Support	1
Chester County Intermediate Unit - Gateway Program	Other	Emotional Support	1
Chester County Intermediate Unit - Gateway Program	Other	Emotional Support	1
Archbishop Carroll	Neighboring School Districts	Blind-Visually Impaired	1
Devereux Kanner	Approved Private Schools	Autistic Support	2
Talk Institute	Other	Speech and Language Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	7	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	10 to 11	7	0.5

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	10	0.5
Justification: Students are seen in small group and meet the age range requirements.				
Locations:				
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	1	0.5
Locations:				
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	7	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Caseload changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	0.9
Locations:				
Beverly Hills 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 13	1	0.1
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	33	0.9
Locations:				
Beverly Hills 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	14 to 14	1	0.1
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 14	10	0.5

but More Than 20%)	Support			
Locations:				
Beverly Hills 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 15	7	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	3	0.1
Locations:				
Beverly Hills 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 15	16	0.9
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	2	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	6	0.5
Locations:				

Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #10*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Caseload Change***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	16	0.9
Locations:				
Beverly Hills 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	2	0.1
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: caseload change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.2
Locations:				
Beverly Hills 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 15	15	0.8
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: Position*

Implementation Date: March 10, 2020

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	14	0.75
Locations:				
Beverly Hills 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	4	0.25
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.5
Locations:				
Beverly Hills 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 16	10	0.5
Justification: Student's are not in the same grade				
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	31	1
Locations:				

Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #15*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: caseload change.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	4	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	7	0.5
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	8	0.4
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	0.6
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016*

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	31	0.8
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.2
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	1
Locations:				
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	10	0.5
Locations:				
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	6	0.5
Locations:				
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	15	0.5
Locations:				
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	2	0.5
Locations:				
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

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

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.5
Locations:				
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	33	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	1	0.2
Locations:				
Drexel Hill 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	14	0.8
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	7	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

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

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

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	22	0.5
Locations:				
Drexel Hill 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	14 to 14	1	0.5
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 15	17	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

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	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***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:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***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	18	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***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 13	14	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	16	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	1	0.2
Locations:				
Drexel Hill 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	0.8
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 13	6	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.5
Locations:				
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	12	0.5
Locations:				
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #39*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 10, 2020**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	1
Locations:				
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	1
Locations:				
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

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	2	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	22	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	2	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	3	0.5
Locations:				
Hillcrest Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 10, 2020

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 7	5	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: case load change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 9	5	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

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	4	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 8	6	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	9	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

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

Program Position #50*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	16	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	2	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	12	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	9	1
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	11	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	13	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	10 to 11	14	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	6	0.5
Locations:				
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	11	0.5
Locations:				
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	6	0.5
Locations:				

Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	13	0.5
Locations:				
Upper Darby Kindergarten Center	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 6	2	0.5
Locations:				
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	12	0.5
Locations:				
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.5
Locations:				
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	20	0.5
Locations:				
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.5
Locations:				
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	11	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

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

Program Position #63*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**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	8	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	8	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	8	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #66*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

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

Program Position #67*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.5
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #68*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	6	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	5	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	11	0.5
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #71

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 6	5	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	14	1
Justification: Students are in small groups that are instructed separately according to age requirements.				
Locations:				
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	1
Locations:				
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #74*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2017**Reason for the proposed change: Change in caseload sizes***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	16	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	2	0.5
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #75*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.1
Locations:				
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	18	0.9
Locations:				

Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #76*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	21	0.5
Locations:				
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #77*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	16	0.5
Locations:				
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	5	0.5
Locations:				
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #78*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Stonehurst Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	9	0.5
Locations:				
Stonehurst Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #79*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	1	0.1
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	15	0.7
Locations:				
Upper Darby 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	16 to 18	2	0.1
Locations:				
Upper Darby 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	2	0.1
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #80*Operator:* School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	10	0.5
Locations:				
Upper Darby 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: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	2	0.1
Locations:				
Upper Darby 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 16	2	0.2
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	13	0.5
Locations:				
Upper Darby 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 17	2	0.2
Locations:				
Upper Darby High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #82*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	12	0.5
Locations:				
Upper Darby 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	6	0.5
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	21	0.5
Locations:				
Upper Darby 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	4	0.5
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	27	0.6
Locations:				
Upper Darby 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	8	0.4
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	18	0.5
Locations:				
Upper Darby 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 19	4	0.4
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.1
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	16	1

Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	0.3
Locations:				
Upper Darby 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	13	0.7
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	6	0.3
Locations:				
Upper Darby 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	12	0.7
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019

Reason for the proposed change: Caseload Changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	19	1
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	19	1
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	19	1
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #90

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 19, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	19	0.5
Locations:				
Upper Darby 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	10	0.5
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	15	0.5
Locations:				
Upper Darby 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	8	0.5
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	6	0.3
Locations:				
Upper Darby 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	14 to 18	9	0.5
Locations:				
Upper Darby 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 19	2	0.2
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 17	8	1
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	0.5
Locations:				
Upper Darby 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 18	5	0.5
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	2	0.05

Locations:				
Upper Darby 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	17 to 18	3	0.17
Locations:				
Upper Darby 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 19	4	0.1
Locations:				
Upper Darby 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 19	14	0.67
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 15	8	1
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 19	2	0.5
Locations:				
Upper Darby High	A Senior High School	A building in which General Education		

School	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	15 to 18	8	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #98*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	20 to 21	8	1
Locations:				
Upper Darby 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: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 20	3	0.5
Locations:				
Upper Darby 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 20	8	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #100*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload*

PROGRAM SEGMENTS

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

Program Position #101*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	11	0.4
Locations:				
Upper Darby 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	8	0.6
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #102*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	9	0.4
Locations:				
Upper Darby 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	9	0.6
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #103*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	11	0.5
Locations:				
Upper Darby 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 19	9	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.5
Locations:				
Upper Darby 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	2	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #105*Operator: School District***PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	11	0.5
Locations:				
Upper Darby 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	9	0.5
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	8	1
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 18	8	1
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 18	8	1
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Changes

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	5	0.1
Locations:				
Upper Darby 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	5	0.25
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 19	4	0.4
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	2	0.25
Locations:				
Upper Darby 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: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.4
Locations:				
Upper Darby 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	12	0.6
Locations:				
Upper Darby 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: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.2
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	8	0.5
Locations:				
Upper Darby 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	16 to 17	5	0.3
Locations:				
Upper Darby 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: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.4

Locations:				
Upper Darby 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	11	0.6
Locations:				
Upper Darby 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:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	9	0.4
Locations:				
Upper Darby 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	12	0.6
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #113*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	7	0.3
Locations:				
Upper Darby 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	13	0.7
Locations:				
Upper Darby High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #114*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	21	1
Locations:				
Upper Darby High School - Opportunity Center	A Senior High School Building	A building in which General Education programs are operated		

Program Position #115*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	20	0.5
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #116*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

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

Program Position #117*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	10	0.5
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	2	0.5
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #118*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	15	0.5
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	2	0.5
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #119*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	8	1
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #120*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.5
Locations:				
Drexel Hill 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	10 to 10	1	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #121*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.3
Locations:				
Stonehurst Hills 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	Blind or Visually Impaired Support	8 to 8	1	0.3
Locations:				
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #122*Operator: School District*

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.3
Locations:				
Drexel Hill 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	11 to 11	1	0.3
Locations:				
Beverly Hills 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	16 to 16	1	0.4
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #123*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 6	1	0.5
Locations:				
Charles Kelly 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 11	4	0.5
Locations:				
Bywood Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #124*Operator: School District***PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 8	4	0.5
Locations:				
Upper Darby 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	Speech and Language Support	6 to 10	10	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #125

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2016

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	7	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Aronimink 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 6	11	0.5
Locations:				
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #126

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	11 to 14	6	0.5
Locations:				
Beverly Hills 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	Speech and Language Support	15 to 18	10	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #126*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	6	0.5
Locations:				
Beverly Hills 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	Speech and Language Support	15 to 18	10	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #127*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	9	0.5
Locations:				
Drexel Hill 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
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Itinerant	Speech and Language Support	5 to 9	12	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #128*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	17	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	4	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #129*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	6	0.5
Locations:				
Drexel Hill Middle 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	7 to 10	4	0.5
Locations:				
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #130*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	7	1
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #131*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 5	3	1
Locations:				
Hillcrest	An Elementary School Building	A building in which General Education programs are operated		

Program Position #132*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	35	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #133*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	8	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #134*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	2	0.5
Locations:				
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	19	0.5
Locations:				
Hillcrest Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #135*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	8	0.5
Locations:				
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #136*Operator:* School District

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	7	1
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #137*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	5	1
Locations:				
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #138*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2019**Reason for the proposed change: Caseload Change***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	10	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.				
Locations:				
Garrettford 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	15 to 18	10	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #139*Operator: School District***PROGRAM DETAILS**

Type: Class and Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload changing from Life Skills to Autistic Support.
7/1/19- movement of section from Beverly Hills Middle School to Drexel Hill Middle School for space purposes.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	8	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #140

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	25	0.5
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.5
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #141

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	5	0.2
Locations:				
Cyber School	A Junior/Senior High 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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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	10	0.5
Justification: The teacher pulls/instructs students over the internet and in age appropriate groups.				
Locations:				
Cyber School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	2	0.1
Locations:				
Cyber School	A Junior/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	3	0.2
Locations:				
Cyber	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #142*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 1, 2019*Reason for the proposed change:* Caseload Change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	31	0.7
Locations:				
Cyber School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	15	0.3
Justification: The cyber special education teacher pulls/instructs students individually and/or in small age appropriate groups.				
Locations:				
Cyber School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #143*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	30	0.6
Locations:				
Drexel Hill 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	Speech and Language Support	7 to 10	10	0.4
Locations:				
Westbrook Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #144

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	30	1
Justification: Students will be pulled in age appropriate cohorts				
Locations:				
Primos	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #148

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	30	1
Locations:				
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #149

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2019

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	5	1
Locations:				
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #150

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 14, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	5	0.6
Locations:				
Multiple locations	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #151

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 14, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 16	1	0.5
Locations:				
Upper Darby 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	5	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #152

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	18	1
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #153

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2019

Reason for the proposed change: Caseload Change

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.5
Locations:				
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #154

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 14, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.5
Locations:				
Upper Darby 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	10	0.5
Locations:				
Upper Darby School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #155

Operator: School District

PROGRAM DETAILS*Type: Class**Implementation Date: August 14, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.5
Locations:				
Upper Darby 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	10	0.5
Locations:				
Upper Darby 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
Assistant Superintendent of Student Services	Administration Building	0
Director of Pupil Services	Administration Building	0
Supervisor of Special Education	Administration Building	0
Supervisor of Special Education	Administration Building	0
Supervisor of Special Education	Administration Building	0
Coordinator of Special Education	Drexel Hill Middle School	1
Behavior Consultant	Drexel Hill Middle School	1
LEA for Out of District Students	Upper Darby High School	1
Supervisor of Special Education	Administration Building	0
LEA for Out of District Students	Upper Darby High School	1
LEA for Out of District Students	Drexel Hill Middle School	1
School Psychologists	All Schools	14
Social Workers/Home and School Visitors	All Schools	20
School Nurse	All Schools	15
Special Education Classroom Assistants	All Schools	44
Physical Therapists	All Schools	1.8
Occupational Therapist	All School	9
Special Education Transportation Assistants	District	48
PCAs	District	18

Coordinator of Psychological Services	Upper Darby High School	1
Speech Therapists	All Schools	12

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Personal Care Assistants (182 employees)	Outside Contractor	5 Days
Orientation and Mobility	Intermediate Unit	6.31 Hours
Physical Therapists (1.8)	Outside Contractor	9 Days
Board Certified Behavior Analysts (3)	Outside Contractor	30 Hours
Occupational Therapist (2)	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>The UDSD is committed to providing innovative and current research based and best practice in-service opportunities to staff and parents to increase knowledge and understanding of students with Autism Spectrum Disorder. These informational trainings will be implemented with fidelity.</p> <p>Workshops will concentrate on the development of structured learning environment, social skills techniques and strategies, developing appropriate communication systems, understanding of sensory needs, positive behavioral supports, as well as providing the IEP team with recommendations and guidance for developing sound educational plans that will promote positive growth within the home and school environment.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams and guided practice with individuals. Notification of in-service opportunities will be posted on MyLearningPlan.com, the district website, and through the use of a Global Connect phone message to all staff and parents. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training. In addition, the district began developing teachers through PATTAN in techniques and strategies associated with applied behavior analysis through Verbal Behavior. As of May 1, 2020, the Upper Darby School District has 13 classrooms supported by the Pattan Initiative.</p> <ul style="list-style-type: none"> • CORE Vocabulary • Visual Teaching Strategies • Characteristics/Overview of ASD • Communication Devices
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	<ul style="list-style-type: none"> • Social Narratives • Social Skills/Replacement Behavior • Sensory Integration/Autism Simulation • Caring for Students with Autism Spectrum Disorder • Decision Making Process for LRE/FAPE/Placement • Verbal Behavior through the Pattan Initiative
Person Responsible	Core Special Education Team/PATTAN/BCBA's
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per Session	30
Provider	Upper Darby School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Participants will gain knowledge of the characteristics of students with an autism spectrum disorder and be provided with strategies and techniques to assist students in both school and home.
Research & Best Practices Base	<ul style="list-style-type: none"> • CORE Vocabulary • Visual Teaching Strategies • Characteristics/Overview of ASD

	<ul style="list-style-type: none"> • Communication Devices • Social Narratives • Social Skills/Replacement Behavior • Sensory Integration/Autism Simulation • Caring for Students with Autism Spectrum Disorder • Decision Making Process for LRE/FAPE/Placement • Verbal Behavior through the Pattan Initiative
<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities</p>

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring District Multidisciplinary Team Meeting Discussion
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 Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

Behavior Support

Description	The UDSD is committed to providing innovative and current research based and best practice in-service opportunities to staff and parents to increase knowledge and understanding of Positive Behavior Supports for students. These informational trainings will be implemented with fidelity using
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	<p>targeted areas of need identified by teacher and parent surveys completed during the school year.</p> <p>Workshops will concentrate on assessment tools, implementation of assessments, organization and interpretation of data, scientifically researched based intervention programs, and best practices in instruction to support teachers and parents in addressing student behavioral needs.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams and guided practice with individuals. Notification of in-service opportunity will be posted on MyLearningPlan.com, the district website, and through the use of a Global Connect phone message to remind parents of workshop opportunities. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training.</p> <ul style="list-style-type: none"> • Functional Behavioral Assessment • Verbal Intervention to Decrease Problem Behaviors • Behavior Intervention Plan • De-escalation Techniques • Personal Emergency Interventions • Understanding Mental Health Disorders • Social Skills for Replacement Behaviors
Person Responsible	Core Special Education Team
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	25
# of Participants Per Session	20
Provider	Upper Darby School District
Provider Type	School Entity
PDE Approved	Yes

Knowledge Gain	Participants will gain knowledge of the characteristics of students with emotional and behavioral needs and be provided with strategies, techniques and services to support students in both school and home.
Research & Best Practices Base	<ul style="list-style-type: none"> • Functional Behavioral Assessment • Verbal Intervention to Decrease Problem Behaviors • Behavior Intervention Plan • Manifestation Determination • De-escalation Techniques • Personal Emergency Interventions • Understanding Mental Health Disorders • Social Skills for Replacement Behaviors
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	Series of Workshops

	<p>School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles District Multidisciplinary Team Meeting Discussion</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. Participant survey</p>

Paraprofessional

Description	<p>The UDSD is committed to providing innovative and current research based and best practice in-service opportunities to paraprofessionals to increase knowledge and understanding of students with special needs. These informational trainings will be implemented with fidelity using targeted areas of need identified by teacher and parent surveys completed during the school</p>
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	<p>year.</p> <p>Workshops will concentrate on the understanding of the role of the PCA, disability categories, mental health disorders, and strategies and techniques needed to work with individual students in the learning environment.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams and guided practice with individuals. Notification of in-service opportunity will be posted on MyLearningPlan.com and through the use of district email. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training.</p> <ul style="list-style-type: none"> • Working with students with disabilities • Executive Functioning Skills • Behavior Support • Inclusion • Understanding the disability categories • Understanding Mental Health Disorders • Data Collection Tools • Understanding the role of a PCA and how to support students • Understanding the IEP • SaS Toolkit • Medical ACCESS
Person Responsible	Core Special Education Team
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	30
# of Participants Per	15

Session	
Provider	Upper Darby School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Participants will gain knowledge about students with special needs, techniques, and procedure for completing appropriate documentation.
Research & Best Practices Base	<ul style="list-style-type: none"> • Working with students with Autism Spectrum Disorder • Executive Functioning Skills • Working with students with a Learning Disability • Behavior Support • Inclusion • Understanding the disability categories • Understanding Mental Health Disorders • Data Collection Tools • Understanding the role of a PCA and how to support at student • Understanding the IEP • SAS Toolkit • Medical ACCESS
For classroom teachers, school counselors and education specialists	<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>

Training Format	LEA Whole Group Presentation School Whole Group Presentation
Participant Roles	Paraprofessional Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey

Reading

Description	<p>The UDSD is committed to providing innovative and current research based and best practice in-service opportunities to staff and parents to increase knowledge and understanding of students with Specific Learning Disabilities in the areas of Reading and Language Arts. These informational trainings will be implemented with fidelity. Workshops will concentrate on assessment tools, implementation of assessments, organization and interpretation of data, scientifically researched based intervention programs, and best practices in instruction to support teachers and parents in addressing student needs.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school based teams and guided practice with individuals. Notification of in-service opportunity will be posted on MyLearningPlan.com, the district website, and through the use of a ParentLink phone message to remind parents of workshop opportunities. All participants will sign an attendance sheet and complete an exit survey to specify knowledge gained and the need for further training.</p>
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	<ul style="list-style-type: none"> • Differentiated Instructional Management • Making the Most of Small Group Instruction • Individual Reading Assessments such as Phonemic Awareness Survey; CORE Phonics Survey; QRI Assessment • Co-Teaching in the Content Area • MTSS-Framework and how it relates to Special Education • NWEA MAP Assessments • AIMSWEB Progress Monitoring • Addressing Learning Disabilities in Education in the Classroom and at Home • Scientifically Researched Based Interventions <ul style="list-style-type: none"> • SRA Reading Programs • Foundations • Sonday Systems • Read Naturally • Rewards and Rewards Plus • Read 180 • System 44
Person Responsible	Core Special Education Team
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	50
# of Participants Per Session	25
Provider	Upper Darby School District

Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Increase the educators teaching skills based on research on effective best practices.
Research & Best Practices Base	<ul style="list-style-type: none"> • Differentiated Instructional Management • Making the Most of Small Group Instruction • Individual Reading Assessments such as Phonemic Awareness Survey; CORE Phonics Survey; QRI Assessment • Co-Teaching in the Content Area • MTSS-RtII Framework and how it relates to Special Education • NWEA MAP Assessments • AIMSWEB Progress Monitoring • Scientifically Researched Based Interventions <ul style="list-style-type: none"> ○ SRA Reading Programs ○ Foundations ○ Sonday Systems ○ Read Naturally ○ Rewards and Rewards Plus ○ Language! ○ Read 180 ○ Voyagers Journeys ○ Jamestown Signatures ○ Step Up to Writing • Addressing Learning Disabilities in Education in the Classroom and at Home

<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>

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>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>District Multidisciplinary Team Meeting Discussion</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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

Transition

Description	<p>The UDSD is committed to providing innovative and current research-based and best practice in-service opportunities to staff and parents to increase knowledge and understanding of Transition Services needed for students. These informational trainings will be implemented with fidelity using targeted areas of need identified by teacher and parent surveys completed during the school year.</p> <p>Workshops will concentrate on assessment tools, implementation of assessments, organization, and interpretation of data, scientifically researched-based intervention programs, and best practices in instruction to support teachers and parents in addressing student transition needs.</p> <p>The following in-service opportunities will be provided on an ongoing basis utilizing large group instruction, school-based teams and guided practice with individuals. Notification of in-service opportunity will be posted on MyLearningPlan.com, the district website, and through the use of a Global Connect phone message to remind parents of workshop opportunities. All participants will sign an attendance sheet and complete an exit survey to specify the knowledge gained and the need for further training.</p> <ul style="list-style-type: none"> • How to administer a variety of transition assessments • Early Intervention Process • Navigating the Secondary Transition Process and the IEP • The General Education Teacher and the IEP
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	<ul style="list-style-type: none"> • Developing Appropriate IEP Transition Goals • Post Secondary Planning Night for students with learning differences • Transition Night for parents to provide knowledge of services and organizations available outside of school and after graduation for students with disabilities.
Person Responsible	Core Special Education Team
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	20
Provider	Upper Darby School District
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Parents, students, and staff will gain a better understanding of the development of a Transition Plan and the resources that are available to implement the plan.
Research & Best Practices Base	<ul style="list-style-type: none"> • How to administer a variety of transition assessments • Early Intervention Process • Navigating the Secondary Transition Process and the IEP • The General Education Teacher and the IEP • Developing Appropriate IEP Transition Goals • Post Secondary Planning Night for students with learning differences • Transition Night for parents to provide knowledge of services and organizations available outside of school and after graduation for students with disabilities.
For classroom teachers, school	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

counselors and education specialists	struggling students. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion
Evaluation Methods	Participant survey

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