

Upper Darby SD
Special Education Plan Report
07/01/2016 - 06/30/2019

District Profile

Demographics

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

Planning Committee

Name	Role
Wendy Brown-Elgart	Administrator : Professional Education Special Education
Joanne DeVito	Administrator : Professional Education Special Education
Patrick Grant	Administrator : Professional Education Special Education
Edward Marshaleck	Administrator : Professional Education Special Education
Frances McElhenney	Administrator : Professional Education Special Education
Dr. Daniel McGarry	Administrator : Professional Education Special Education
Christopher Pugliese	Administrator : Professional Education Special Education
Edward Roth	Administrator : Professional Education Special Education
Kelley Simone	Administrator : Professional Education Special Education
Carey Maureen	Board Member : Professional Education Special Education
Rachel Mitchell	Board Member : Professional Education Special Education
Frank McCartney	Building Principal : Professional Education Special Education
Dr. George Ramoundos	Building Principal : Professional Education Special Education
Dina Williams	Building Principal : Professional Education Special Education

Paul Cheng	Business Representative : Professional Education Special Education
Ronald Cole	Business Representative : Professional Education Special Education
Neil Desnoyer	Community Representative : Professional Education Special Education
Long Wendy	Community Representative : Professional Education Special Education
Eileen Hershman	Ed Specialist - Instructional Technology : Professional Education Special Education
Jane Ellen Abbott	Ed Specialist - Other : Special Education
Colleen Cram	Ed Specialist - Other : Special Education
Margaret Ann Davies	Ed Specialist - Other : Special Education
Sally Louth	Ed Specialist - Other : Special Education
Jennifer Mangold	Ed Specialist - Other : Special Education
Cheryl McClelland	Ed Specialist - Other : Special Education
Suzanne McKniff	Ed Specialist - Other : Special Education
Kristin ONeil	Ed Specialist - Other : Professional Education Special Education
Kristin Leren	Ed Specialist - School Psychologist : Special Education
Gena Delamitis	Elementary School Teacher - Regular Education : Special Education
Leslie Isaacs	Elementary School Teacher - Regular Education : Professional Education Special Education
Donna Pawloski	Elementary School Teacher - Regular Education : Professional Education Special Education
Maile Sykes	Elementary School Teacher - Regular Education : Professional Education Special Education
Christine Hannon	Elementary School Teacher - Special Education : Special Education
Ron Cole	High School Teacher - Regular Education : Professional Education Special Education
Melanie Masciantonio	High School Teacher - Regular Education : Professional Education Special Education
Robert Hilinski	Instructional Technology Director/Specialist : Professional Education Special Education
Danielle Beamon	Middle School Teacher - Regular Education : Professional Education Special Education
Kathy Brazunas	Middle School Teacher - Regular Education : Professional Education Special Education

Jennifer Holstein	Middle School Teacher - Special Education : Professional Education Special Education
Karen Borrelli	Parent : Special Education
Jean Kosha	Parent : Professional Education Special Education
Jason Speck	Parent : Professional Education Special Education
Mary Cedrone	Special Education Director/Specialist : Professional Education Special Education
Christine Kelley	Student Curriculum Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 2043

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 Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS), Measure of Academic Progress (MAP), AIMSweb probes, and Pennsylvania System of School Assessment (PSSA) or Keystone Exams at the appropriate grade levels. Students who are not reaching proficiency are provided with differentiated instruction using a three-tiered approach. At the Tier one level, teachers differentiate instruction within the research-based core curriculum. At Tiers two and three small group or 1:1 instruction is provided to address specific needs through the use of scientifically research-based intervention programs.

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 recommends the need for a psycho-educational evaluation to be conducted. Currently, UDSD school psychologists use the discrepancy model for the identification of students with specific learning disabilities. The district does believe in the MTSS - RtII (Multi-tiered System of Support) 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-5 are monitored using DIBELS Next, curriculum/intervention based assessments and PSSA at appropriate grade levels.

- Students 6-8 are monitored using AIMSweb probes, MAP, curriculum and intervention based assessments in addition to the annual PSSA.
- Students 9-10 are monitored using MAP, curriculum and intervention based assessments, AIMSweb probes, and Keystone Exams.
- Students 11-12 are monitored through curriculum based assessments, MAP assessment, AIMSweb probes, and Keystone Exams.
- Keystone Exams were administered beginning in January 2013 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. This level of support consists of no more than one adult to three students and extends the reading/math intervention standard protocol. 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 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 2014-2015.

Disability Description	District %	State %	% Difference
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Total Special Ed Enrollment	16.4	15.6	.8
Autistic/Autism	11.8	9.9	1.9
Hearing impairment including deafness	1.0	1.0	0
Intellectually disability	7.6	6.6	1
Multiple disabilities	1.1	1.1	0
Orthopedic impairment	--	.3	--
Emotional disturbance	11.0	8.5	2.5
Specific learning disability	47.9	43.3	4.6
Speech or language impairment	7.7	15.4	-7.7
Visual impairment including blindness	.9	.4	.5
Other health impairment-	10.4	13.2	-2.8

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 December 1, 2015

Educational Environments	District %	State %	% Difference
Inside Regular Class 80% or More	41.2	62.4	21.2
Inside Regular Class <40%	.02	9.2	-9.18
In Other Settings	13.46	4.3	9.16

The UDSB's current Least Restrictive Environment (LRE) data in the chart above shows that the district continues to need to include a greater 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 UDSB provides ongoing staff development, maintains an effective pre-referral process, which includes a three tier process for addressing students' needs, has a strong commitment to inclusive practices and insist that all IEP teams consider the general education environment 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 Improvement Plan to ensure that students are placed in the Least Restrictive Environment:

- *Professional Development for all special education and general education staff on including students in 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*
 - *Understanding the IEP and the role of the General Education Teacher*
 - *Class wide behavior management systems*
 - *Structured Teaching*
 - *Verbal intervention to decrease problem behaviors.*
 - *Discipline and students with IEPs.*
 - *Inclusion in Math at the Middle School Level.*
 - *Executive Functioning in Middle and High School.*
 - *Visual Supports for Students with ASD*
 - *Individual Behavior Intervention Systems*
 - *Replacement Behavior Development*
 - *How to Conduct a Functional Behavior Assessment and Positive Behavior Support Plan*
- *All students attending our silo 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. 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.*
 - *Teachers will demonstrate accurate calculation of minutes per day that student is removed from the general education environment. Teachers will complete 'Formula Spreadsheet' provided by UD Special Education Dept. Spreadsheet(s) will be forwarded to the Director of Special Education for review.*
 - *All IEP teams to complete SAS (Supplemental Aids and Services) Toolkit when developing IEP for all students attending Silo programs throughout school district. (Autistic Support, Life Skills Support, Multiple Disabilities, Support, Emotional Support)*
 - *Future course selection at the Upper Darby High School may include leveled general education class for English and Math.*
 - *At the conclusion of the 2016-2017 school year the LEA will conference with the BSE Advisor to determine continued need and activities to address any noted needs.*

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, vision support teacher, speech/language, physical, hearing and occupational therapists. 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. co-teaching, 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 modified curricular goal.
- Providing alternate ways for students to demonstrate learning
- Providing testing modification
- 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. preteaching, 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 indicate that 86.5% 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.

There are approximately 275 students (13.5% of all special needs 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 13.5%	Explanation
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	Placed	
Emotional Disturbance	37%	- 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	9.8%	- Significant behaviors associated with student's primary disability. - Significant supports needed IEP team decision.
Autistic/Autism	17%	- Significant behaviors associated with student's primary disability. - Significant supports needed IEP team decision.
Learning Disability	13.8%	- 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	4%	- Level of physical and medical supports needed to provide FAPE.
Other Health Impaired	8.7%	- 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	3.3%	- Significant supports needed to provide FAPE.
Visual Impairment Including Blindness	3.2%	- Significant supports needed to provide FAPE.
Speech or Language Impairment	2.5%	- Significant supports needed to provide FAPE.
Deaf-Blindness	.1%	- 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 UDSD 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.

Researched based programs are used to teach, model, and support appropriate school wide behaviors. Data is collected 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.

Examples of interventions used:

- Tier One – Responsive Classroom, Character Counts, Citizenship class, Bullying Prevention Program, Student Assistance Program (Level 1)
- Tier Two – Small group Character Counts, Second Step Social Skills Curriculum, Social Worker referral for services, behavior book, mentoring program, CICO - Check in and Check Out, Student Assistance Program (Level 2)
- Tier Three – Student Assistance Program (Level 3), customized student schedules, 1:1 sessions with support personnel.

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 set up 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, 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. At the secondary level, the SAP Team provides information to faculty and staff regarding the warning signs and symptoms of substance abuse through in-service presentations, departmental meetings, new teacher orientation, and written materials.

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 our professional drug and alcohol specialist. 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. SAP records are not included in the student’s school file.

Bullying/Cyberbullying Policy

1. Purpose-

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

2. Definition-

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:

Substantial interference with a student's education
 Creation of a threatening environment
 Substantial disruption of the orderly operation of the school.

Bullying

, as defined in this policy, includes cyberbullying.

School Setting

, means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.

Authority

- The Board prohibits all forms of bullying by district students.

3.

The Board encourages students who have been bullied to promptly report such incidents to the building principal or designee.

The Board directs that complaints of bullying shall be investigated promptly, and corrective action shall be taken when allegations are verified. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations. No reprisals or retaliations shall occur as a result of good faith reports of bullying.

4. Delegation of Responsibility-

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.

District administration shall annually provide the following information with the Safe School Report:

- Board's Bullying Policy
- Report of bullying incidents.
- Information on the development and implementation of any bullying preventions, intervention or education programs.

5. Guidelines-

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students. This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website, if available.

6. Education-

The district may develop and implement bullying prevention and intervention programs. Such programs shall provide district staff and students with appropriate training for effectively

responding to, intervening in and reporting incidents of bullying.

7. Consequences For Violations-

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:

1. Counseling within the school.
2. Parental conference.
3. Loss of school privileges.
4. Transfer to another school building, classroom or school bus.
5. Exclusion from school-sponsored activities.
6. Detention
7. Suspension.
8. Expulsion.
9. Counseling/Therapy outside of school.
10. Referral to law enforcement officials.

References-

School Code – 24 P.S. Sec. 1302-A, 1303.1-A

State Board of Education Regulations – 22 PA Code Sec. 12.3 Board Policy – 000, 218, 233, 236, 248

UDSD POSITIVE BEHAVIOR SUPPORTS FOR SPECIAL EDUCATION STUDENTS

Purpose

– Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Authority –

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Definition –

The following terms shall have these meanings, unless the context clearly indicates otherwise

- Aversive techniques – deliberate activities designed to establish a negative association with a specific behavior.
- Behavior support – development, change and maintenance of selected behaviors through the systematic application of behavior change techniques. Behavior Support Plan or Behavior Intervention Plan – plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student’s IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.
- Positive techniques – methods that utilize positive reinforcement to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.
- Restraints – application of physical force, with or without the use of any device, designed to restrain free movement of a student’s body, excluding the following:
 - Briefly holding a student, without force, to calm or comfort him/her.
 - Guiding a student to an appropriate activity.
 - Holding a student’s hand to escort him/her safely from one area to another.
 - Hand-over-hand assistance with feeding or task completion.

Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parents/guardians and specified in the IEP.

Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

- Seclusion – confinement of a student in a room with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.
- Students with disabilities – school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility –

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports of interventions in accordance with students’ IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required.

Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Guidelines –

Development of a separate Behavior Support Plan is not required when appropriate positive behavior interventions, strategies and supports can be incorporated into the student's IEP. When an intervention is necessary to address problem behavior, the types of interventions chosen for a student shall be the least intrusive necessary.

Physical Restraints – Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of the restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff as a substitute for an educational program or employed as punishment. Restraints may be included in an IEP only if:

- The restraint is used with specific component elements of a positive Behavior Support Plan.
- The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
- Staff are authorized to use the restraint and have received appropriate training.
- Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints – Restraints which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion – The district permits involuntary seclusion of a student in accordance with the student's

IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive environment. Aversive Techniques – The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student’s disability.
- Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
- Noxious substances.
- Deprivation of basic human rights, such as withholding meals, water or fresh air.
- Suspensions constituting a pattern as defined in state regulations.
- Treatment of a demeaning nature.
- Electric shock.
- Methods implemented by untrained personnel.
- Prone restraints, which are restraints by which a student is held face down on the floor.

Referral to Law Enforcement – The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school’s property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district’s Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student’s Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student’s functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student’s IEP team to consider whether a Behavior Support Plan should be developed to address the student’s behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement – The district shall provide a copy of its procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies of the procedures shall be provided each time the administrative regulations and procedures for behavior support are reviewed by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

References:

School Code – 24 P.S. Sec. 1302. 1-A, 1303-A

State Board of Education Regulations – 22 PA Cede Sec. 10.2, 10.21, 10.22, 10.23. 10.25, 14.104, 14.133, 14.143, 14.145

Individuals With

Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.

Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations- 34 CFR Part 300
 Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and Systems, June 2009 0

www.pattan.net

Board Policy – 000.103.1, 113.1, 113.3, 218, 218.1, 218.2, 222, 227, 805.1

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 restraints are 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. The district provides training through the Child Guidance Resource Center in de-escalation techniques, position behavior supports and interventions to immediately prevent or address student behaviors. Trainings occur annually for our staff working in our silo 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

UDSD 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 child's development. UDSD 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, supplemental, and full time emotional support at the elementary, middle, and high school levels. In addition to the special education teachers and classroom assistants, a Behavior Specialist, contracted through the Child Guidance Resource Center is assigned to each of our nine classrooms. 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 part time psychologist is assigned to each level to conduct assessments and provide individual and group therapy. A clinical therapist is assigned to one elementary and one middle school to provide therapy to individual and/or small groups of students. 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 of our elementary school locations 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. The district is in the process of opening a clinic which will be located at the Upper Darby High School for the beginning of the 2016-2017 school year.

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.

UDSD provides a continuum of services for students with special needs at the itinerant, supplemental, and full time levels. Child Guidance Resource Center works with UDSD 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, UDSD maintains a Satellite Mental Health Clinic on the campuses of the Hillcrest and Stonehurst Hills Elementary Schools, 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 FAPE is provided must look to the Delaware County Intermediate Unit or Approved Private Schools to assist in meeting the needs of a particular student.

- 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, then and only then will the team make the recommendation for an out-of-district placement.

- District personnel will research the appropriate placement for an individual student, make application 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.

UDSD identifies that students with a significant level of Emotional Disturbance are the primary group of students in need of a more restrictive environment where intensive mental health supports are available. Often times, when general education students are brought to an expulsion hearing, prior to moving forward, the UDSD may determine that more information is needed. A diagnostic evaluation is often proposed to families to determine if there is something that has changed or has even been missed in prior reports. The expulsion hearing is then stopped and may or may not reconvene after the evaluation is completed depending on the outcome of the evaluation. If the student is found to have a disability of emotional disturbance, the IEP team develops an IEP and the student, upon agreement with the parent, is placed in accordance with the recommendation of the IEP team, which may be an in or out-of-district program.

The DCIU has continued to create programs where students with Emotional Disturbance are receiving the level of mental health, behavioral, and academic supports necessary to address students' needs and provide FAPE. However, the UDSD will continue to work with the Department of Public Welfare to open additional Satellite Clinics throughout the school district and with Child Guidance Resource Center to further develop our Emotional Support program.

Strengths and Highlights

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

Upper Darby School District's many strengths include our commitment to educate all students in the least restrictive environment. The district values the diversity of its student population from 80 native countries and takes very seriously its obligation to educate all students. The special

education program is an integral part of that obligation and plays a key role in district programming. Our continuum of services provides significant opportunities for students to be educated with their non-exceptional peers.

District Programs

Learning Support -

programs are provided in all schools throughout the district. Students are provided with varying degrees of support by highly qualified special education staff who are able to support them in general education and learning support environments for all subjects. Learning Support teachers are located in each school and provide pullout or push in support to students as indicated in their IEPs. Students in the learning support environment are instructed through the use of the District's core scientifically researched-based reading and math programs with necessary adaptations or modifications. In addition to core curriculum instruction, students are provided with intensive interventions in the areas of reading and math through the use of scientifically research-based programs that include: SRA Corrective Reading, SRA Reading Mastery Plus, SRA Read to Achieve, Voyager Sopris Learning's Language and Journeys, Houghton Mifflin Edmark, Winsor Sunday System, Wilson Reading System, Wilson Foundations, Voyager Sopris Six Minute Solution, ReadNaturally, Voyager Sopris Rewards, Pearson Quick Reads, Houghton Mifflin Earobics, Sopris West Step up to Writing, Handwriting without Tears, Math Triumphs Intervention, ALEKS Math, and Pearson Successmaker. The period that a student with special needs spends in the learning support environment is highly structured and regimented to ensure a robust instructional learning environment. The district has used the Go Math! program for the last two years. This scientifically research-based program is at both the elementary and middle school levels. Go Math! is a comprehensive grade K-8 mathematics program developed to support the PA Core Standards for Mathematics and the NCTM Curriculum Focal Points. We are working with a contracted math specialist from the Making Math Matter company. The specialist has worked with our elementary staff for the past two years and is currently working with our middle school staff. The district's intention is to continue this working relationship to provide in-depth math training for all primary and middle school teachers. Math teaching trajectories have been developed for grades K-5 to help teachers find the student's true math needs and differentiate instruction in order to teach the grade level curriculum at the student's instructional level.

Autistic Support -

is provided for students at the full-time, supplemental and itinerant levels. Students are provided with opportunities to participate with typical peers in a variety of situations including inclusion for academic subjects and/or inclusion in school-wide programs. Although IEPs for students with Autism Spectrum Disorder are implemented throughout all district schools, our silo Autistic Support programs are located at the Primos Elementary (Grades K-3), Westbrook Park Elementary (Grades 4-5), Drexel Hill Middle, Beverly Hills Middle and Upper Darby High schools where itinerant, supplemental, and full time support is provided as determined by the IEP team. All of the Autistic Support classrooms provide structure and visual strategies on a daily basis. These classrooms also incorporate various methods of Applied Behavior Analysis and Direct Instruction with consistent structured teaching throughout the school day incorporating the TEACCH method and the CORE Vocabulary. Community skills are also addressed through

community based trips throughout the school year. All teachers, administrators and assistants assigned to these classes are provided with on-going in-service opportunities on topics pertaining to the characteristics of autism, visual strategies, social stories, behavior management, data collection and progress monitoring. Parents of children with Autism Spectrum Disorder are welcome to participate in trainings and school functions. A district behavior consultant provides support and training for teachers and staff in strategies for working with students on the autism spectrum throughout the district on an on-going basis.

With the help of generous donations from our community friends, a new playground has been constructed at the Primos Elementary School for exclusive use by the students included in the Autistic Support Program.

PRIMOS SCHOOL ADDITIONS FOR THE 2016-2017 SCHOOL YEAR:

*Through the use of grant funds, an in-door play area will be created for students to participate in gross motor activities and practice appropriate peer interaction while in a play environment. In addition, a kitchenette area will be constructed for students to practice skills development in snack and simple food preparation with the opportunity to practice dining with peers.

*The district is currently conducting a facilities study to determine the efficiency of combining all classrooms to create a K-5 program that will be located at the Primos Elementary School.

Emotional Support-

Itinerant, supplemental and full time support is provided to students at the elementary, middle and high school levels. Although IEPs for students with Emotional Disturbance are implemented throughout district schools, our emotional support silo programs are located at the Hillcrest Elementary, Beverly Hills Middle, and Upper Darby High schools. In addition to the special education teachers and classroom assistants, Behavior Specialists, contracted through the Child Guidance Resource Center, are assigned to each of our nine classrooms to conduct daily social skills group sessions and to provide guidance, training and support for students and staff in the implementation of de-escalation techniques, position behavior supports and interventions to proactively and immediately address student behaviors. At the high school level the Behavior Specialists also provide 1:1 counseling, facilitate service learning projects, implement team building activities. A dedicated school psychologist is assigned to the elementary and middle school Emotional Support programs and a part time psychologist is assigned to the high school emotional support program to conduct assessments and provide individual and group therapy. Our Emotional Support classrooms utilize a positive behavioral support system that includes daily data collection through a token economy system. Data is reviewed regularly to determine the level of support needed for each student. Consistent communication between school and home is provided to families with updated information concerning student needs and to promote a beneficial working relationship. In addition to the above supports, a clinician is assigned to Drexel Hill Middle School one day per week to help support students receiving emotional support services through the Emotional Support Resource Room. A clinician is also assigned to Stonehurst Elementary School one day a week to support students with behavioral and emotional needs through individual and group counseling sessions. In addition, with the assistance of the Department of Public Welfare and help from the Child Guidance Resource Center the UDSD is able to maintain two Satellite Mental Health Clinics located on the campuses of the Hillcrest Elementary and the Stonehurst Hills Elementary Schools where

students and their families are able to obtain appointments with the psychiatrist, medication checks, and therapy. Once a family is involved with the clinic, they may receive a plethora of outpatient services through the mental health system. Services include:

- Outpatient Mental Health Treatment
- Drug and Alcohol Outpatient Treatment
- Intensive Case Management (ICM)
- Resource Coordination (RC)
- Behavioral Health Rehabilitative Services (BHRS)
- Family Based Mental Health Services (FBS)
- Multisystem Therapy (MST treatment model)
- Functional Family Therapy (FFT)
- Family Focused Solution Based Services (FFSBS)
- Partial Hospitalization Program (PHP)
- Community Rehabilitative Residence (CRR)
- Residential Treatment Facility (RTF)
- Inpatient Psychiatric Hospitalization
- Drug and Alcohol Inpatient Treatment

The UDSD is currently working with the Department of Public Welfare and Child Guidance Resource Center in opening an additional clinic at the Upper Darby High School scheduled to open at the start of the 2016-2017 school year.

Life Skills Support-

Itinerant, supplemental and full time support is provided to students at the elementary, middle and high school levels. Students participate in a functional academic curriculum with emphasis on daily living skills and preparation for life beyond the school environment. Students in this program are provided with weekly community-based outings that include recreation and leisure activities and weekly shopping excursions. UDSD works with the DCIU and Community Integrated Services (CIS) to provide participation of students at the high school level in employability skills training and a variety of experiences, which enable them to make informed choices regarding their future. As students transition from the school age program they are connected with agencies such as The Office of Intellectual Disabilities and The Office of Vocational Rehabilitation. The UDSD maintains a working relationship with the Goodwill Industries to provide employability skills training and possible employment opportunities for UDSD students. Teachers and staff participate in on-going inservice opportunities monthly to increase their knowledge and understanding of students with Intellectual Disability, instructional strategies, programming, services, techniques, etc.

Multiple Disabilities Support

is provided for students within our program currently located at the Westbrook Park Elementary School. A functional academic curriculum along with intensive therapeutic supports including occupational therapy, physical therapy, speech/language therapy, nursing services, and assistive technology support are provided to students. The teacher and classroom assistants have on-going training in the carry over of the therapeutic regimen for students to ensure generalization of skills learned during therapy sessions. The students have become an integral part of the school community and are included in all school wide activities as well as any classes deemed appropriate by the IEP team.

Speech/Language Support

services are provided in all schools. Mild to severe/profound speech/language disorders are addressed as they relate to disability categories including, but not limited to Autism Spectrum Disorders, students with Multiple Disabilities, Receptive/Expressive Language Disorders, Fluency Disorders, and Speech Sound Disorders. Service is provided both directly in small and large groups, and indirectly as consultation with general education and special education teachers. Students' speech/language therapy is provided to facilitate and encourage communication as it relates to curriculum via verbal communication skills or assistive technology, as it is deemed appropriate by the team. Prior to receiving support through an IEP, students are referred either by parents or by teachers who provide scientifically, research-based instruction who are concerned about the student's speech/language skills. The student is administered a screening measure, which is then brought to the Student Support Team (SST) to determine whether formal evaluation is necessary.

Vision and Hearing Support -

An itinerant level of support is available within all UDSB schools and is provided by the Delaware County Intermediate Unit and the district vision teachers. Students are provided with support and training in accessing print and other visual materials, acquiring orientation and mobility skills, accessing public and private accommodations, and using assistive technologies designed for individuals with visual impairments or blindness. The DCIU provides services for students with the disability of hearing impairment including deafness who require services to address communication, reading, accessing public and private accommodations, and the use of assistive technologies.

Apartment Program -

The UDSB implements its Apartment Planning for Productive Living at Upper Darby (APPLAUD) program at the Upper Darby High School. This program has been created as an avenue for our students with disabilities to learn and practice the skills needed to live independently. Students will learn and practice skills such as budgeting, cooking, maintaining a home, and community exploration through authentic lessons implemented in an apartment setting at the Upper Darby High School.

Progress Monitoring

is an essential part of the special education teacher's responsibility for gathering data and determining student progress toward their IEP goals. Special education teachers are trained in scientifically research based programs, progress monitoring, the use of appropriate tools to measure student progress, writing measurable annual goals, tracking data and using information to make appropriate educational decisions. Through this effort classroom instruction is influenced to ensure student success.

Special Needs Fair -

The district sponsors an annual Special Needs Fair for staff, parents, and students to attend. Numerous vendors are invited to participate in the fair to inform parents of the many resources available for students and parents outside of the regular school day.

Multi-tiered System of Support – Response to Instruction and Intervention Model (MTSS – RtII)

In January 2005, UDSD was accepted as a Cohort 1 District for participating with Johns Hopkins University's Center for Data Driven Reform in Education (CDDRE). Throughout participation in this project a comprehensive assessment schedule was developed and Universal Data meetings were instituted where data is organized, analyzed and utilized to drive instruction in each of our 14 schools. This commitment to data driven decision-making initiated a Response to Intervention (RtI) model in district schools at the elementary and secondary levels. In September 2006, Highland Park Elementary School was selected as one of seven model sites throughout Pennsylvania to participate in the State's RtI initiative. In 2007, all UDSD elementary schools implemented the RtI model. In 2008, Drexel Hill Middle School was selected by the state of Pennsylvania as a learning site to implement the RtI model leading to both middle schools implementing this model by September of 2009. As of this date, a tiered model is also implemented at the UDHS in the areas of reading and math. In addition to the differentiated instruction implemented in the core curriculum, each building established time that was built into their daily schedule to provide all students with targeted, direct instruction using scientifically research-based interventions and enrichment to address their specific needs.

Over the years the model has changed names from Response to Intervention (RtI) to Response to Intervention and Instruction (RtII) to its current name Multi-Tiered System of Support (MTSS – RtII). The district and all special education and general education teachers continue to embrace this model to effectively support students in all classrooms throughout the district.

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, now referred to as School Wide Positive Behavior Interventions and Supports (SWPBIS), a three-tiered model was developed by each school's behavioral committee and is based on their individual needs and resources available. The team works collaboratively with building professionals and paraprofessionals to develop and implement positive and effective behavior programs for students at all grade levels. Research based programs are used to teach, model, and support appropriate school wide behaviors. Data is collected 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.

Examples of interventions used:

- Tier One – Responsive Classroom, Character Counts, Citizenship class, Bullying Prevention Program, Student Assistance Program (Level 1)

- Tier Two – Small group Character Counts, Second Step Social Skills Curriculum, Social Worker referral for services, behavior book, mentoring program, Student Assistance Program (Level 2)
- Tier Three – Student Assistance Program (Level 3), customized student schedules, 1:1 sessions with support personnel.

Transition Services -

UDSD's students participate in a variety of transition program options, which provide them with skills that will help in achieving future goals beyond the school environment. These options include:

- Participation in the Delaware County Intermediate Unit's OPTIONS Program for employability skills including volunteer and paid employment experiences, Community Living and Learning Apartment Program, Travel Instructions and Situational Job Assessments.
- Career and Technical School Experience.
- Community Integration Services.
- UDSD is currently working with the Goodwill Industry to develop opportunities for students in areas of paid employment experiences and employability skills training.
- APPLAUD: Apartment Planning for Productive Living At Upper Darby.
- Partnership with the Office of Vocational Rehabilitation's Early Reach program provides monthly workshops for students to learn soft skills, job application and job interviewing skills.
- The UDSD's transition coordinator works with teachers and students to complete transition assessments. The transition coordinator also assists students with career and job exploration, job development and job coaching.
- A Postsecondary Education Informational Night is held each year to provide students and parents with information regarding the services and organizations available outside of school and after graduation for students with disabilities.

MDT Meetings -

School principals or assistant principals meet with special education teachers and other professional staff members each week to provide guidance, review Special Education paperwork, and to review progress monitoring and formal assessment data. This meeting was implemented to provide special education teachers with on-going professional development in special education policy and procedures as well as direct guidance in appropriately completing clearly understood and defensible documentation for all special needs students.

Extended School Year Services (ESY) -

In an effort to support our students in need of ESY services, UDSD has established several innovative

programs within district. We currently operate programs in the areas of Autistic Support, Social Skills, Life Skills Support, Learning Support, Multiple Disability Support and Emotional Support, with any additional related services needed by a particular student. Related Services include, Speech/Language, Occupational Therapy, Physical Therapy, Vision Support, Nursing Services, etc. The Emotional Support program is a dual effort between the UDSD and the Child Guidance Resource Center where students are provided with academic and behavioral support and instruction. In addition to district run programs, depending on student need, students attend out-of-district programs that include but are not limited to:

- Child Guidance Resource Center's Autistic and Emotional support programs
- DCIU programs
- Elwyn Institute
- Pathway School
- Overbrook School for the Blind
- St. Edmond's Summer Camp
- Vanguard School
- Devereux School
- Melmark
- HMS
- PA School for the Deaf
- Green Tree School
- Camp Friendship
- Kinney Center at St. Joseph's University
- Wanna Play
- Summer Stage at Upper Darby Performing Arts Center

Program Leadership Design

Special Education Leadership team:

- Director of Special Education
- Coordinators of Learning Support, Emotional Support, Low-Incidence Disabilities Support, and Technology/PIMS Reporting
- Three Local Education Agency representatives

- Transition/Professional Development
- Behavior Consultant

The main focus and priority of the core team is to provide ongoing assistance and training of all staff and administrators in the understanding and implementation of procedures as identified in the Individuals with Disabilities Improvement Act (IDEIA).

Director of Special Education:

- Develops and monitors the overall vision for special education in collaboration with all stakeholders including parents, certificated and classified staff.
- Assumes overall management responsibility for program design, compliance standards including instructional programs designed to maximize student performance.
- Provides strong leadership in the oversight of the day-to-day operations of the special education department.
- Develops and ensures implementation of the Standard Operating Procedures
- Establishes clear lines of communication at all levels; district, site and parent community regarding special education.
- Allocates resources, monitors the use of state, federal and local funds for special education programs.
- Develops, monitors and manages the special education budget.
- Manages all litigation, which includes due process, mediation and resolution meetings required in federal law.
- Develops and maintains alternative dispute resolution agreements.
- Investigates and resolves formal complaints for students with disabilities.
- Supervises and evaluates the performance of assigned personnel.
- Collaborates with the personnel office to ensure the staffing needs at all sites are maintained.
- Organizes and is responsible for providing appropriate staff development.
- Attends all Board meetings and prepares reports deemed necessary for the superintendent and/or the Board.
- Attends and presents as needed at Committee Meetings with the Board and the public.
- Attends monthly Directors' Meetings at the DCIU.

- Attends all required trainings at PaTTAN.
- Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files.
- Visits schools and other appropriate program sites to observe programs and operations.
- Keeps the assistant superintendent informed of trends and changes.
- Serves as a member of the superintendent's cabinet.
- Models district standards of ethics and professionalism.
- Performs other related duties as may be assigned by the assistant superintendent.

Learning Support, Emotional Support, Low-Incidence Disabilities Support Coordinators:

A vertical approach is utilized in working with programs for students ranging from ages five through twenty-one to coordinate a continuum of services, trainings, and programming. Coordinators work to assist staff in supporting students throughout their educational experience in the Upper Darby School District by clearly identifying student needs, developing appropriate individualized plans that incorporate related services and supplemental aides in order for students to be educated in the least restrictive environment. Each Coordinator is assigned to a particular special education program within the Upper Darby School District.

- Learning Support
- Emotional Support
- Low-Incidence Disabilities – Autistic, Life Skills, Multi-disabilities, Intensive Learning, Hearing, Vision Support

Coordinator Responsibilities Include but not limited to:

Each Coordinator will provide teachers (assigned to the specific special education programs listed above) in the on-going professional training of document development and implementation and topics related to their particular special education genre.

- Assisting in working with parents
- Organize ESY (Extended School Year) assignments, services, programs and materials.
- Develop and monitor the continuum of services and programming in each of their designated fields from kindergarten through age 21.
- Meet regularly with their team

- Attend weekly Coordinators' Meetings with the Director of Special Education
- Provide on-going support and training in Standard Operating Procedures for paperwork completion
- Assist IEP teams in making recommendations for placement based on ERs, RRs, and IEPs
- Assist teams with new student registrations of more complicated cases
- Attend IEP meetings, especially for more challenging students
- Collaborate with IEP teams when developing difficult IEPs and NOREPs
- Collect data for determining staff projections
- Coordinate transition process for students from elementary to middle and middle to high school
- Assist Director of Special Education with state plans and special projects
- Make application for out-of-district placements
- Attend Intake Interviews with families whose child has been referred for out-of-district placement
- Review completed special education paperwork for accuracy
- Coordinate the Early Intervention process

Learning Support Coordinator

works with the learning support teachers in determining student needs, developing goals for those needs, conducting on-going progress monitoring that is studied and used to make necessary changes in instruction, and further training in program implementation with fidelity.

Emotional Support Coordinator

works to fully develop each of our emotional support programs, provide staff with professional development in techniques, problem solving and documentation completion.

Low Incidence Disabilities Coordinator

works to fully develop each of our intensive special education programs, provide staff with professional development in techniques, problem solving and documentation completion.

UDSD's Early Intervention transition process:

- Conduct transition meetings with DCIU Early Intervention Supervisor
- Create individual student files that include Transition Meeting Parent Interview, Early Intervention ER/RR and IEP

- Meet with School Psychologists and School Psychology Interns to review the process for conducting evaluations/reevaluations for Early Intervention transition to school-age programming.
- Read and review student files; meet with district therapists to determine the need for new speech, OT, and/or PT evaluations; issue Permissions to Evaluate/Reevaluate; issue Permissions to Waive Reevaluation.
- Coordinate and send to the School Psychologists all paperwork needed for their review of records.
- Coordinate and conduct out-of-district observations of Early Intervention students.
- Coordinate Preschool and Early Intervention Teachers/Therapists input for each student being evaluated.
- Provide all pertinent information to therapists if new evaluations are needed for speech, OT, and/or PT.
- Maintain on-going list of evaluations/reevaluations being completed including the School Psychologist conducting the evaluation; speech, OT, PT evaluations, behavior rating scales needed and ER/RR due date.
- Read and review all Evaluation/Reevaluation Reports. Mail reports to parents so they are received within the 60-day timeline. Disseminate reports to IEP Teams.
- Coordinate IEP writers and the development of new IEPs as well as IEP amendments for those students who do not require an evaluation.
- Maintain student placement list for new school year.

Coordinator of Special Education - Technology/Assistive Technology/PIMs/Special Projects:

- Assist in the facilitation of the SETT Framework and obtain devices for students.
- Manage files and attend IEP meetings (when necessary) for students who use AT.
- Keep a lending library of devices organized for use in the district
- Organize and purchase new devices (low tech and high tech)
- Deliver, install, and train teachers and students on AT devices.
- Keep a list of all special education computers in the district
- Primary contact for Learning Ally for books on CD/digital
- Primary contact for Bookshare.org

- Run workshops about different AT devices/software in the district
- Maintain the Earobics database of licenses for the sped department
- Distribute, collect and maintain PASA video cameras
- Train all teachers to use the IEPPlus System
- Primary contact for all teachers and administrators for the IEPPlus System
- Serve as the district contact person for the monthly IEPPlus meetings with the PA user group
- Configure and upload new documents to IEPPlus
- Add all drop down menus and coded comments to IEPPlus
- Fix any problems users have on IEPPlus on a daily basis
- Run Penn Data and PIMs in November/December and June.
- Write Contingency Funds annually
- Organize Special Projects/Audits as needed
- Attends monthly Directors' Meetings at the DCIU.

Secondary Transition/Professional Development Responsibilities:

- Provide training for postsecondary transition and the IEP
- Conduct parent/student postsecondary planning nights with guest speakers
- Provide ongoing written information to teachers and parents for postsecondary planning
- Attend IEP meetings to provide postsecondary transition support
- Create referrals for students to receive transition services from outside agencies and coordinates with those agencies while student is being provided services.
- Attends all IEP meetings of students wishing to attend the Delaware County Vocational Technical High School.
- Oversees the overall programming, scheduling, and budgeting of the APPLAUD program.
- Attends county Transition Council and Transition Coordinators meetings
- Coordinates with outside agencies to maximize resources and ensure a smooth transition

- Provide trainings for Special Education Teachers, Therapists, General Education Teachers, Paraprofessionals, High School Guidance Counselors, School Nurses, and School Administrators. Topics include:
 - Chapter 15: What it is and what it all means
 - The General Education Teacher and the IEP
 - Navigating the Secondary Transition Process and the IEP
 - Understanding the Evaluation/Reevaluation Report
 - Understanding and Writing a Defendable IEP
 - Developing Appropriate IEP Goals
 - Supporting Students with Autism Spectrum Disorder
 - Special Education and ELL
 - Caring for Students with Autism Spectrum Disorder
 - Understanding the Early Intervention Transition Process

Local Education Agency Representatives Responsibilities:

The primary responsibility of the LEA is to work with parents and students attending out-of-district placements.

- Review all special education paperwork
- Attend intake meetings
- Attend RR/IEP meetings
- Participate in RR/IEP meetings for students placed in residential treatment centers
- Attend or participate in CASSP meetings
- Assist schools in writing measurable annual goals based on student needs
- Aid in the development of Functional Behavior Assessments and Positive Behavior Support Plans
- Review class lists and submit changes as necessary to Director of Special Education
- Secure acceptance letters, issue NOREPs and 4010s and request transportation for newly placed students
- Issue email change of placement

- Revise IEPs with receiving schools when students change programs
- Review PSSA, PASA and Keystone data
- Inform district personnel of police involvement
- Document preparation for scheduled Manifestation Determination meetings
- Assist in completion of Manifestation Determination Reports and attend the meetings
- View bus videos
- Hold meetings and communicate with students, parents, staff of APS, DCIU and other Private School programs, members of the Upper Darby School District Transportation Department and district administration to address student transportation issues and concerns including behavioral incidents, personal care assistants, nurses, and bus drivers/assistants
- Maintain and document communication and/or meetings with parents/guardians
- Communicate with special education coordinators, secretaries, and director of special education
- Consult with social workers to discuss student behavior and support services
- Meet or phone probation officers to review current status of students on probation
- Meet with district and school psychologists to address evaluation and reevaluation reports
- Keep district coordinator of psychologists informed when students require reevaluations
- Facilitate individual student mediation and sessions to address behavioral concerns
- Confer with administration, teachers, and staff to provide guidance and advice regarding special education issues
- Remain informed of current special education laws, regulations, and procedures
- Coordinate Extended School Year services, including progress monitoring data, placement of students, documentation and record keeping
- Issue ESY NOREPs
- Maintain a system of spreadsheets to record all current and requested information on assigned students
- Meet with registrar to secure school records and to update files for out-of-district students
- Provide student records to appropriate personnel
- Meet with out-of-district schools to review graduation requirements and records for seniors
- Issue graduation NOREPs to parents and schools of graduating seniors and complete Penn Data

- Gather transcripts and documentation including summary of performance on graduates and submit to high school registrar
- Submit names of potential graduates to special education secretary and update as necessary
- Facilitate assistive technology consultation process
- Communicate with state and local police officers to review the status of students reported missing by their parents or schools, student behavior on buses, reports of 911 calls etc.
- Participate in transition process for students returning to district programs, provide all paperwork including transcripts if applicable, schedule meetings through principal and/or high school coordinator, ensure participation of all parties, (done by the returning school) inform parents of reregistration process, complete A300
- Review requests for PCAs in school and on transportation, discuss data, inform special education director, inform schools when individual is selected
- Interview PCAs when requested by parent
- Request change of PCAs when schools contact LEA with issues or problems related to PCA and assist with investigation when necessary
- Communicate the change of PCA to parent and transportation
- Request residency checks when notified that students may no longer reside in district and follow up weekly with the registration department
- Contact schools when financial questions arise
- Maintain communications with mental health providers, foster agencies, OID, OBH, OVR, etc.
- Provide in-service trainings as requested by district
- Attend in-services offered by district and DCIU
- Contact parents when emergency restraints are implemented or suspensions applied
- Attend or participate in reentry meetings from suspensions
- Provide emergency restraint information to district, once it is received from schools
- Communicate with special education attorney when requested
- Review procedures/process for students wanting dual attendance at APS and Community College
- Review inpatient hospitalization and partial hospitalization data with schools to determine how to implement recommendations when student return to school
- Alert appropriate personnel when students transfer in and out-of-district

- Provide IEPs to district PTs/OTs when a request for evaluation is requested by parents and schools and submit their documentation to parents and schools
- Participate in process development with outside consultants when requested by APS directors who are revising their mission/vision statements
- Submit all special education paperwork to administration and make personal file copies of all documents
- Complete A-300 forms
- Notify involved district staff when a student's educational placement is changed
- Upload all paperwork ON IEPPlus
- Insure the provision of FAPE to all Upper Darby School District students who are placed in court adjudicated and mental health residential treatment facilities
- Secure end of year report cards for all out of district students and submit to home schools
- Forward surveys to out of district schools as requested by district psychologist several times a year
- Attend task force meeting
- Participate in Special Education Fair
- Submit spreadsheet for ESY transportation and list of programs, dates, times to transportation
- Meet with transportation directors in June to review ESY transportation and in August to review transportation for new school year
- Submit yearly school calendars to transportation and alert them to changes throughout the year
- Gather attendance and report card data for truancy court
- Record all associated organizations, important dates, related services, and disability information on IEPPlus
- Review AEDY forms prior to submission

Behavior Consultants Responsibilities:

- Works directly with special education teachers to assist them with conducting Functional Behavior Assessments.

- Assist teachers with data collection forms specific to their individual student's needs.
- Suggests strategies to be included in a Behavior Intervention Plan.
- Assists in the development and creation of daily point sheets and materials necessary to implement
- Behavior Intervention Plans.
- Gives guidance and support with the paperwork procedures required for Functional Behavior Assessments and Behavior Intervention Plans.
- Conducts observations to be included in IEPs and FBAs, as well as to understand a student's behavior before ideas and suggestions are given.
- Meets with general education teachers and PCAs to give guidance on how to address behaviors within the classroom environment.
- Consults with special education teachers on an ongoing basis to discuss and review progress towards behavior goals and if any changes/modifications need to be made to increase the level of success.
- Meets with building social skills providers to discuss individual student needs and how they can best be met.
- Provides social skills instruction with social skills materials from research based curriculums as well as lesson plans and activities that will meet individual student needs upon request.
- Provides direct social skill instruction on an individual basis to students with Anxiety disorders and ASD who require more supports to meet with success in their LRE.
- Participates on the Central Special Education team.
- Develops procedures and guidelines for addressing behavioral needs through the Individual Education Plan. Including but not limited to: FBAs, BIPs and social skills instruction to teach replacement behaviors.
- Attends ER, RR and IEP meetings.
- Develops and facilitates staff trainings and workshops.
- Creates materials and visual supports for students with ASD who are receiving support through the Learning Support Program.

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
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Chatham Park Elementary School	Neighboring School Districts	Speech and Language Support	1
Community School	Special Education Centers	Emotional Support	16
Cooperstown Elementary School	Neighboring School Districts	Speech and Language Support	2
Delaware County Academy	Special Education Centers	Emotional Support	5
George W. Hill Correctional Institution	Other	Emotional Support	1
Glen Mills	Other	Emotional Support	2
Glenwood Elementary School	Neighboring School Districts	Speech and Language Support	2
Marple Education Center	Special Education Centers	Autistic Support	11
Marple Education Center	Special Education Centers	Emotional Support	2
Pennington School	Special Education Centers	Emotional Support	1
Pennington School	Approved Private Schools	Life Skills Support	2
Pennington School	Approved Private Schools	Multiple Disabilities Support	4
Strath Haven High School	Neighboring School Districts	Deaf or Hearing Impaired Support	1
Swarthmore Rutledge School	Neighboring School Districts	Deaf or Hearing Impaired Support	5
The County Alternative School	Special Education Centers	Emotional Support	21
Buxmont Academy	Other	Emotional Support	4
Buxmont Academy	Other	Learning Support	1
Child Guidance Resource Center	Other	Autistic Support	1
Child Guidance Resource Center	Other	Emotional Support	13
Foundations Behavioral Health	Other	Emotional Support	2
Mill Creek	Other	Emotional Support	7
Children and Adult Disability & Education Services - CADES	Approved Private Schools	Life Skills Support	2
Children and Adult Disability & Education Services - CADES	Approved Private Schools	Multiple Disabilities Support	3
Davidson School - Elwyn	Approved Private Schools	Autistic Support	17
Davidson School -	Approved Private	Emotional Support	11

Elwyn	Schools		
Davidson School - Elwyn	Approved Private Schools	Multiple Disabilities Support	4
Devereux Brandywine	Approved Private Schools	Emotional Support	2
Devereux Day	Approved Private Schools	Emotional Support	6
Devereux Kanner Center	Approved Private Schools	Emotional Support	1
Green Tree School	Approved Private Schools	Emotional Support	5
HMS - School for Children with Cerebral Palsy	Approved Private Schools	Multiple Disabilities Support	3
Martin Luther School	Approved Private Schools	Emotional Support	8
Melmark	Approved Private Schools	Autistic Support	1
Melmark	Approved Private Schools	Multiple Disabilities Support	2
Overbrook School for the Blind	Approved Private Schools	Blind or Visually Impaired Support	10
Pathway School	Approved Private Schools	Autistic Support	3
Pathway School	Approved Private Schools	Emotional Support	5
Pathway School	Approved Private Schools	Learning Support	1
Pathway School	Approved Private Schools	Life Skills Support	1
Pennsylvania School for the Deaf	Approved Private Schools	Deaf or Hearing Impaired Support	3
Vanguard School	Approved Private Schools	Autistic Support	7
Vanguard School	Approved Private Schools	Emotional Support	4
Woods Services	Approved Private Schools	Multiple Disabilities Support	4
Wordsworth Academy	Approved Private Schools	Emotional Support	7
Point Pleasant Pediatric Facility- Holland Glen	Other	Multiple Disabilities Support	1
Bridge Way School	Other	Emotional Support	1
Strath Haven Middle School	Neighboring School Districts	Deaf/Hearing Support	1
Ithan Elementary School	Neighboring School Districts	Learning Support	1

Springton Lake Middle School	Neighboring School Districts	Learning Support	1
MCIU- Anderson Alternative Program	Special Education Centers	Emotional Support	1
Camp Hill Special School	Other	Life Skills Support	1
Child Career Development Center	Other	Emotional Support	2
Child Career Development Center	Other	Learning Support	1
Davidson School - Elwyn	Approved Private Schools	Life Skills Support	1
Delta School	Approved Private Schools	Emotional Support	2
George W. Hill Correctional Institution	Other	Learning Support	1
Glen Mills	Other	Learning Support	5
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	Other	Emotional Support	1
Life Works Academy	Other	Emotional Support	1
Lifeworks School	Other	Emotional Support	26
New Hope Academy	Other	Emotional Support	2
Pennington School	Other	Learning Support	1
Residential Treatment Facilities	Other	Emotional Support	3
Residential Treatment Facilities	Other	Learning Support	2
St. Lucy's Day School for Children with Visual Impairments	Other	Blind or Visually Impaired Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 11	5	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.5

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	6	0.5
Justification: Students are seen in small group and meet the age range requirements.							
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	7	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	2	0.1
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	3	0.4
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 12	5	0.5

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	11	1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	30	0.9
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	11 to 14	14	1

		programs are operated	20%)				
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Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	3	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.5

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	6	0.3
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	4	0.2
Beverly Hills Middle	A Middle	A building in	Full-Time	Emotional	13 to	5	0.5

School	School Building	which General Education programs are operated	Special Education Class	Support	14		
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Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	2	0.2
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	0.7
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 11	1	0.1

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	1

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	3	0.3
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.7

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	31	1

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	6	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	3	0.25
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 13	1	0.25

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	2	0.4
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	11	0.6

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 12	1	0.2
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	0.8

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	1

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	7	0.3
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	0.7

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	11	0.5

Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.5
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Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	7	0.5
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	7	0.5

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	5	0.3
Bywood Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	9 to 10	7	0.5

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	18	1

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	14	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.5

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 14	5	1

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	5	0.2
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	0.8

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of Support	Level of	Age	Caseload	FTE
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		Type		Support	Range		
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.5

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	13	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.5

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	15	1

		operated					
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Program Position #30 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	3	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	9	0.5

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	6	0.3
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	11	0.7

Program Position #32 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	10	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	7	0.5

Program Position #33 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	15	1

Program Position #34 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	8	0.5
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	8	0.5

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	5	0.3
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.7

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle	A Middle	A building in	Supplemental	Autistic	12 to	8	1

School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	14		
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Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	10	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	2	0.5

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	4	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.5

		programs are operated					
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Program Position #39 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.5

Program Position #40 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	4	0.5
Garrettford Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	9	0.5

Program Position #41 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 7	1	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 8	2	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 7	3	0.6

Program Position #42 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.5
Hillcrest Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	9 to 11	6	0.5

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	14	1

Program Position #44 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 6	1	0.3
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.2
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.5

		are operated					
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Program Position #45 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.1
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	2	0.4
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 10	5	0.5

Program Position #46 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1

Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 11	1	0.1
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 11	4	0.5
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 10	1	0.3

Program Position #47 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	11	1

Program Position #48 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Life Skills	7 to 9	13	1

	School Building	General Education programs are operated	but More Than 20%)	Support			
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Program Position #49 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #50 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.3
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	11	0.7

Program Position #51 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

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

Program Position #52 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	9	1

Program Position #53 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
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		Type	Support	Support	Range		
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	12	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	8	0.5

Program Position #54 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	9	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	9	0.5

Program Position #55 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	7	0.5
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	0.5

Program Position #56 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Highland Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	26	1

Program Position #57 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	8	1

Program Position #58 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	3	0.5
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	6	0.5

Program Position #59 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	6	0.5
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	5	0.5

Program Position #60 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	6	0.5
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.5

Program Position #61 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.5
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.5

Program Position #62 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #63 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	6	1

Program Position #64 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%)	Autistic Support	6 to 7	4	1

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #65 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	6	1

Program Position #67 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #68 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #69 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #70 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	4	0.4
Justification: Students are seen in small groups for instruction which meet the age range criteria.							
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	0.6
Justification: Students are seen in small groups for instruction which meet the age range criteria.							

Program Position #71 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Primos Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1

		programs are operated					
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Program Position #72 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	5	0.5
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.5

Program Position #73 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 10	1	0.5
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	9	0.5

Justification: The students are seen in small groups according to grade and meet the age range requirements.

Program Position #74 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	3	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	5	0.5

Program Position #75 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	8	0.5
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	10	0.5

		are operated					
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Program Position #76 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	1	0.2
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	14	0.8

Program Position #77 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	2	0.5
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.5

Program Position #78 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	20	1

Program Position #79 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	7	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	6	0.5

Program Position #80 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.5

Program Position #81 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	6	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.1

Program Position #82 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	0.6
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.4

Program Position #83 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #84 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of Support	Level of	Age	Caseload	FTE
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		Type		Support	Range		
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	7	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.5

Program Position #85 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 17	2	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	2	0.1

Program Position #86 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	10	1

Program Position #87 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	9	0.5

Program Position #88 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	8	0.4
Upper Darby High	A Senior	A building in	Supplemental	Learning	14 to	9	0.5

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
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Program Position #89 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	14	0.9
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 19	1	0.1

Program Position #90 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	0.7
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.2

Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 18	2	0.1
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Program Position #91 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	8	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	12	0.8

Program Position #92 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	2	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.05

		programs are operated					
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	15 to 19	10	0.85

Program Position #93 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	19 to 21	2	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	5	0.8

Program Position #94 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	13	0.5
Upper Darby High School	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	16 to 18	7	0.5

	School Building	Education programs are operated	but More Than 20%)				
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Program Position #95 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 18	1	0.05
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	2	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	10	0.85

Program Position #96 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 17	8	1

Program Position #97 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	9	0.5

Program Position #98 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.55
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 16	3	0.25

Program Position #99 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	8	0.2
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	13	0.8

Program Position #100 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	6	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.5

Program Position #101 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	11	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	10	0.6

Program Position #102 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	12	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	9	0.6

Program Position #103 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	10	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.6

Program Position #104 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 15	1	0.1
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.8
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.1

Program Position #105 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	16	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.5

Program Position #106 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	6	0.3
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	10	0.7

Program Position #107 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	11	0.8
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 15	1	0.2

Program Position #108 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	3	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	7	0.25
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	3	0.25

Program Position #109 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 17	1	0.12
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	6	0.12
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75

Program Position #110 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	2	0.3
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	11	0.5
Upper Darby High	A Senior	A building in	Supplemental	Emotional	16 to	2	0.2

School	High School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	17		
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Program Position #111 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	6	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5

Program Position #112 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	9	0.4
Upper Darby High School	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	7	0.5

		operated					
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.1

Program Position #113 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	9	0.5
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	8	0.5

Program Position #114 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Upper Darby High School - Opportunity Center	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	1

Program Position #115 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	5	0.3
Justification: Students are seen in small group which meets the age range criteria.							
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	10	0.7
Justification: Students are seen in small group which meets the age range criteria.							

Program Position #116 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 10	6	1

Program Position #117 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: July 1, 2016*

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 9	5	0.5
Justification: Students are seen in small group which meets the age range criteria							
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.5

Program Position #118 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.5
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.5

Program Position #119 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	7	1

Program Position #120 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #121 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #122 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.5
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.5

Program Position #123 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Charles Kelly Elementary School	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	6 to 6	1	0.33

		operated					
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	1	0.33
Primos Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	6	0.33
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #124 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Bywood Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 8	4	0.5
Highland Park Elementary	An Elementary School Building	A building in which General Education programs are operated	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.							

Program Position #125 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary	A building in which General	Itinerant	Speech and Language	6 to 11	7	0.5

	School Building	Education programs are operated		Support			
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Upper Darby Kindergarten Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 6	11	0.5

Program Position #126 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	6	1

Program Position #127 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	9	0.5
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

Program Position #128 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Stonehurst Hills Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							
Upper Darby High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 17	4	0.5

Program Position #129 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	6	0.5
Justification: The students are seen in small groups according to grade and meet the age range requirements.							
Walter Senkow Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	4	0.5

Program Position #130 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

Program Position #131 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 5	1	1

Program Position #132 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2016

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education	Itinerant	Learning Support	11 to 13	20	1

		programs are operated					
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Program Position #133 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Drexel Hill Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 12	7	1

Program Position #134 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Hillcrest Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	14	1

Program Position #135 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	6	0.5

Aronimink Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.5
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Program Position #136 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	8	1

Program Position #137 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Westbrook Park Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	7	1

Program Position #138 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Garrettford	An	A building in	Itinerant	Speech and	6 to 11	10	1

Elementary School	Elementary School Building	which General Education programs are operated		Language Support			
Justification: The students are seen in small groups according to grade and meet the age range requirements.							

Program Position #139 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2016*Average square feet in regular classrooms:* 400 sq. ft.*Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Beverly Hills Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	8	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Administration Building	1
Director of Pupil Services	Administration Building	1
Coordinator of Special Education - Learning Support	Administration Building	1
Coordinator of Special Education - Emotional Support	Administration Building	1
Coordinator of Special Education - Low Incidence Supports	Administration Building	1
Coordinator of Special Education - Technology/PIMs	Drexel Hill Middle School	1
Behavior Consultant	Drexel Hill Middle School	1
LEA for Out of District Students	Upper Darby High School	1
Transition Consultant/Professional Development	Administration Building	1
LEA for Out of District Students	Upper Darby High School	1
LEA for Out of District Students	Highland Park Elementary School	1
School Psychologists	All Schools	13.5
Social Workers/Home and School Visitors	All Schools	17

School Nurse	All Schools	15
Special Education Classroom Assistants	All Schools	51
Physical Therapists	All Schools	1
Occupational Therapist	All School	3
Special Education Transportation Assistants	District	36
PCAs	District	43

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Personal Care Assistants - 112 employees	Outside Contractor	5 Days
Occupational Therapists - 8 therapists	Outside Contractor	195 Hours
Orientation and Mobility	Intermediate Unit	8.25 Hours
Physical Therapists	Outside Contractor	2.5 Days
Occupational Therapists - 3 COTAs	Outside Contractor	62 Hours

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 using targeted areas of need identified by teacher and parent surveys completed during the 2015-2016 school year.</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.</p> <ul style="list-style-type: none"> • TEACH Method • CORE Vocabulary • Visual Teaching Strategies • Characteristics/Overview of ASD • Communication Devices • Social Narratives
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	<ul style="list-style-type: none"> • Structured Teaching • Social Skills/Replacement Behavior • Sensory Integration/Autism Simulation • Caring for Students with Autism Spectrum Disorder • Decision Making Process for LRE/FAPE/Placement
Person Responsible	Core Special Education Team
Start Date	7/1/2016
End Date	6/30/2021
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"> • TEACH Method • CORE Vocabulary • Visual Teaching Strategies • Characteristics/Overview of ASD • Communication Devices • Social Narratives

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

	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	<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 Positive Behavior Supports for students. These informational trainings will be implemented with fidelity using targeted areas of need identified by teacher and parent surveys completed during the 2015-2016 school year.</p> <p>Workshops will concentrate on assessment tools, implementation of</p>
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	<p>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 · Manifestation Determination · De-escalation Techniques · Personal Emergency Interventions · Understanding Mental Health Disorders · Social Skills for Replacement Behaviors · CHAMPS · The Mental Health Process
Person Responsible	Core Special Education Team
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	27
# 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 • CHAMPS • The Mental Health Process
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	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

leadership roles	<p>aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<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>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>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 2015-2016 school 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 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

	<ul style="list-style-type: none"> · SAS Toolkit · Medical ACCESS
Person Responsible	Core Special Education Team
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	33
# of Participants Per Session	80
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

	<ul style="list-style-type: none"> • 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	<p>LEA Whole Group Presentation School Whole Group Presentation</p>
Participant Roles	<p>Paraprofessional 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</p>
Evaluation Methods	<p>Participant survey</p>

Reading NCLB #1

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</p>
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trainings will be implemented with fidelity using targeted areas of need identified by teacher and parent surveys completed during the 2015-2016 school year.

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.

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.

- 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
 - o SRA Reading Programs
 - o Foundations
 - o Sonday Systems
 - o Read Naturally

	<ul style="list-style-type: none"> o Rewards and Rewards Plus o Language! o Read 180 o Voyagers Journeys o Jamestown Signatures o Step Up to Writing <ul style="list-style-type: none"> · Addressing Learning Disabilities in Education in the Classroom and at Home
Person Responsible	Core Special Education Team
Start Date	7/1/2016
End Date	6/30/2019
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.5
# of Sessions	54
# 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

	<ul style="list-style-type: none"> • 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 Journies ○ 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>

	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities
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

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 2015-2016 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 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 · Developing Appropriate IEP Transition Goals · Post Secondary Planning Night for students with learning differences <ul style="list-style-type: none"> • 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	7/1/2016
End Date	6/30/2019
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 <ul style="list-style-type: none"> • 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 counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>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	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