

Upper Moreland Township SD  
**Special Education Plan Report**

07/01/2014 - 06/30/2017

Comments or Questions

Please email: [mmunden@umtsd.org](mailto:mmunden@umtsd.org)

Melanie Munden, Director of Special Education,

# District Profile

---

## Demographics

2900 Terwood Rd  
 Willow Grove, PA 19090  
 (215)830-1511  
 Superintendent: Robert Milrod  
 Director of Special Education: Melanie Munden

## Planning Committee

Name	Role
<b>Suzanne Bell</b>	Student Services Director/Specialist
<b>Maureen Leshner</b>	Elementary School Teacher - Special Education
<b>Heather Mosko</b>	Parent
<b>Melanie Munden</b>	Special Education Director/Specialist
<b>Ian Sandberg</b>	Special Education Director/Specialist
<b>Ryan Staub</b>	Administrator
<b>Ryan Young</b>	Secondary School Teacher - Regular Education

# Core Foundations

---

## Special Education

### *Special Education Students*

Total students identified: 507

### *Identification Method*

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

While Upper Moreland School district uses an RTII model for instruction we continue to utilize an achievement - ability discrepancy model to identify students with learning disabilities.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

There are no areas where the district has significant disproportionalities.

### *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 Moreland School District is not the host for any 1306 facilities at this time. In the event one opened the district would make every effort to communicate and cooperate with the facility and with the student's home district to obtain all records in order to provide exceptional students with an appropriate education.

### *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).

In the event that an Upper Moreland student is incarcerated, the district cooperates with facility staff to exchange records and ensure the student continues to receive the services he/she is eligible to receive. The district notifies the facility regarding due dates for all special education documents and a district representative participates, by telephone, in the development of new IEPs.

### *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.

Upper Moreland School District educates the majority of students with low incidence disabilities in their neighborhood schools. Of our students who are educated in out of district placements, two have significant, multiple disabilities needing specialized interventions and services that we are unable to provide in house. Of the remaining, the majority have severe behavioral challenges that pose a danger to both themselves and others, or are experiencing significant mental health issues and require intensive counseling services in therapeutic settings.

Almost without exception, students entering Upper Moreland School District from Early Intervention Programs are educated in their neighborhood elementary school. All students participate in general homeroom, lunch, recess, assemblies and special area subjects together. In all schools our students with special needs are accepted by, and involved in, the total school community. Co-teaching is practiced in all schools and one on one aides have been hired to support a number of emotionally disturbed, autistic and visually impaired students in the regular school environment. Meanwhile we provide ongoing professional development to our regular education teachers, giving them the skills needed to make the necessary modifications and accommodations required to enable the special needs students to successfully participate in regular education classes. Teachers participate in study groups pertaining to special education, differentiated instruction and behavior management. A team from our intermediate school participated in the "Membership, Participation and Learning Program" resulting in much improved inclusive practices for that school.

An inclusion facilitator from the IU works in the district 3 days per week to help maximize participation and learning in all the schools. She facilitates regular morning training sessions for special and general education teaching teams in all buildings.

Each year the district sends a team of administrators, special education teachers, and general education teachers to the PDE conference at Hershey. Participants return to provide turn around training and mentor their peers. The IU TAC team has provided site-based workshops with ongoing study groups in co-teaching, autism awareness and supports for students with complex needs in the regular education environment. The IU has also provided CPI training to groups of district staff. In addition we contract with them to provide two days of itinerant inclusion specialist support and autism consult support. These specialists provide on-site coaching to co-teaching teams, facilitate team collaboration, assist in determining accommodations for specific students in the regular education setting, and plan staff development to address perceived areas of need with regard to LRE. Our two elementary schools practice RtII strategies. While not ready to use the RtI model as a basis for determining eligibility, we have implemented the three tiers, flexible grouping, scientific research based reading intervention programs, universal screening and progress monitoring. This year we introduced the STAR Math and Early Literacy screening programs to better identify areas of need. The district has embraced assistive technology. Most classrooms are equipped with smart boards lap top carts and smart boards. We have greatly expanded our use of ipads, which are used as communication devices for several nonverbal students and are frequently programmed with activities to complement the general education curriculum. The solo suite is now loaded on every computer used by students in grades 3 through 12 while Clicker5 is used K - 2. Each building now has a technology 'core team' of three or four professionals who are trained in the use of assistive technology and the SETT process. Parents are frequently invited to participate in training sessions. The district cohosted, with the IU, a vendor training day and we send representatives to the Assistive technology Expo. All of our para professional staff are trained on the uses of ipads and assistive software. Our two legally blind students fully participate in the general education environment with the use of AT.

Upper Moreland School District continues to provide excellent counseling services, good behavior management personnel and skilled teachers. This enables us to maintain the majority of our emotional support students within district schools. All teachers at the elementary level participate in monthly training sessions conducted by a board certified behavior specialist. Teachers receive training on techniques to address the behavioral concerns of individual students on an as needed basis. Common planning time is scheduled into each day which allows for regular consultation between general and special education teachers. All of our students with complex needs are included in general education homerooms, special area subjects, lunch, recess, and special projects. Some are included throughout the day. Many are linked to regular education 'buddies' and every effort is made to ensure that they are fully included members of the school community.

Our record of including students with low incidence disabilities in the general education environment is excellent. Only 4.5% of our students are educated inside the regular education environment for less than 40% of the day. Despite a great deal of progress in inclusive practices we struggle to reach the state average of educating 62.1% our students with special needs in the regular education environment for 80% of the day or more. We wish to note, however, that many of our secondary students are in the special education setting for just two periods a day, which leaves them

in the regular environment for 76% of the day. Thus a significant group of students are “only just” outside that <80% category. While we reached 64.1% in the 2010-2011 school year a number of factors have influenced the fall to 58.6% in 2012-2013. Firstly, our first priority is to ensure that our students receive the interventions and support they need. The general education environment is not always the best setting to provide that help. Meanwhile the changing demographics in our district, along with improved identification methods, have led to greater numbers of identified students. These factors, coupled with the poor economy, have stretched our resources. This has made it difficult to provide the same level of co teaching teams we previously enjoyed at the secondary level. We will focus on rectifying this, while ensuring the integrity of instruction, during the next three years. The 6.3% of students with special needs educated in other settings was higher than any other year. We did have a particularly difficult cohort of ES students at the secondary level, several of whom have now graduated. We believe the percentage to be lower in the 2013-14 school year. The utilization of behavior consultants along with counseling services is helping to keep students with severe emotional and behavioral challenges in district.

### *Behavior Support Services*

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

When necessary, behavior support plans are developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors.

The district behavior support policy for students with disabilities is guided by the following principles:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.;
3. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary;
5. The use of restraints is considered a measure of last resort, only to be used after other less

restrictive measures, including de-escalation techniques;

In the event that any student needs to be restrained in order to control acute or episodic aggressive behavior, the restraint may only be performed by staff members who have received specific training and certification for use of behavioral restraints. Parents are contacted immediately following the incident and invited to attend an IEP meeting. Steps are taken to provide the supports and services necessary to reduce challenging behaviors. District employs a teacher certified to teach CPI and this training is provided to district staff, including principals, management assistants, teachers and para professionals, on an annual basis.

In Upper Moreland School District, students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others are disciplined in accordance with their Individualized Education Program (IEP), behavior support plan, and Board policy.

The Board directs that the district complies with provisions of the Individuals with Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. No student with a disability is expelled if the student's particular misconduct is a manifestation of his/her disability.

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability. However, any such removal from school is a change of placement for a student identified with intellectual disabilities.

The district contracts with a school based behavior service. Behavior analysts provide individual student services, consultation with teachers across the district and monthly professional development to all teachers in the elementary schools.

High school staff is trained in restorative practices and utilize these in dealings with behaviorally challenged youth. Our Intermediate School and Middle School are both involved in the Olweus anti bullying program which speaks to respect and behavior as part of the program. Our Primary School implements the ProSocial Model as a school-wide behavior plan. It promotes positive behavior as it teaches students to "Stop and Think and Make Good Choices". This problem-solving model is a proactive approach in teaching young students, through role-play, how to stop and think and show expected behaviors.

The Upper Moreland School district contracts with two agencies for behavioral health support. The first agency is the Lakesides Mainstay Program. This agency currently works with the Emotional Support students in the High, Middle and Intermediate Schools. The counselors meet with the students on a bi-weekly basis for approximately fifteen to thirty minutes to discuss concerns and provide support for these students. The second agency is the Aldersgate counseling agency. These counselors work with support groups in the middle and high schools. They provide support for special and regular education students in the area of anti-bullying, social skills development and drug, alcohol and tobacco prevention.

### *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.

Among the most difficult students to provide services for in our district schools are those with fragile health and multiple disabilities. These students combine less than .01% of our school age population and range from 10 to 19 years in age. The district has determined that their significant and esoteric needs can best be met in dedicated, IU run classrooms, in neighboring schools. These students are included in all assemblies, lunch and recess. They also have opportunities to be included in special area subjects. Reverse inclusion is also practiced. As a result the students are well known and accepted by the general school population.

Students with severe behavioral challenges and mental health issues prove to be the most difficult students to educate in general education classes. By contracting with Quinn Behavioral Services, as well as increasing our social and counseling group supports, we have greatly improved our ability to provide for students in the elementary schools. Behavior analysts provide professional development in and out of the classrooms so that every one of our K through 5 teachers has a toolbox of behavior management skills and strategies. By increasing the capacity of our general education teachers in addition to providing them needed supports, not only have we almost eliminated the need to refer students to "out of district" placements at the elementary level, we are also able to include most of them in the general education environment for the majority, or all of the school day.

At the secondary level, students presenting with significant and ongoing emotional and behavioral difficulties can be especially difficult to educate in the least restrictive environment, let alone in their neighborhood schools as opposed to alternative placements. These students, who receive emotional support services, can present with behaviors that have the potential to significantly endanger the welfare of themselves and others, as well as consume a disproportionately high amount of resources. These students are often subject to the mandatory disciplinary responses associated with zero-tolerance policies which in turn, significantly impact their access to an appropriate education. At the secondary level, the school district consults with Lakeside counseling services, which employs one

counselor for the middle and high schools. The counselor uses empirically-validated techniques and curricula in both strategically-created groups as well as on a one-to-one basis. Relying on largely cognitive-behavioral methods, the techniques used in groups and individual counseling sessions are aimed at meshing with the positive behavior support plans of individual students.

The district plans on expanding the use of positive behavior supports (PBS) at all schools, by applying response-to-intervention metrics to a service-delivery model of behavior support. Current efforts to adopt school wide character education models are underway while students receiving individualized services (tier 3) described above continue. In addition to individualized and universal interventions, the school district is exploring and expanding upon its implementation of targeted (tier 2) interventions, aimed at students who are behaviorally at-risk. In addition to streamlining the Child Study and SAP processes, the district plans to utilize a new federally-backed program known as Mental Health First Aid. This program will train lay people, including teachers and administrators, to appropriately and correctly identify symptoms indicative of a need for mental health services. Successful implementation of the model will allow for more preventative measures aimed at earlier intervention and optimum outcomes for our student population.

### *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 Moreland School District provides a full continuum of services for students with disabilities. It educates students in the least restrictive environment (LRE). Most students attend school in their neighborhood school, a small percentage of students, mostly with low incidence disabilities; attend school outside of the district. Those students attending Upper Moreland School District participate with their non-disabled peers to the maximum extent possible.

The district continues to promote inclusive practices, increasing the extent to which students with disabilities are included. The percentage of exceptional students removed from the general education environment for less than 20% of the day has increased dramatically from 31% in the 2007-2008 school years, to 64.1% in the 2010-2011 school years we continue to hover in that range as we attempt to find the best balance for most effective instruction. We have also made significant improvements in our inclusive practices for students with low incidence disabilities. In the 2010-2011 school year 10.9 % of our students with special needs were inside the general education environment for less than 40% of the day. That number has now been reduced to 4.5%. This increase in inclusion can be attributed to improvements and expansion in the areas of curriculum, personnel, pedagogy, supplemental supports, and professional development.

We have extended and improved our behavior support services, particularly at the elementary level. All elementary school teachers receive regular professional development on effective behavior management techniques. Also, by introducing 'in class' supports for our younger students with behavioral challenges and by having behavior analysts work with the teachers along with the students, it has been possible to modify behaviors to the point where no referrals for alternative settings have been made for students K-5 during the past 18 months.

In order to maximize student progress in the area of reading, we use scientific research based intervention programs. *Foundations, Earobics* and *Soar to Success* are being implemented in grades K through 2. *The Wilson Language Program, My Sidewalks* and *PALS* strategies are used in grades 3 through 5, while *Wilson, Corrective Reading* and *AMP* are used at the secondary level. Student progress is monitored using *DIBELS, STAR, Fuchs* and *Aimsweb*. Specific skills and behaviors are monitored using individualized instruments

The district has increased the amount of push-in support via paraprofessional assistants and one-on-one aides who help students with disabilities in the general education environment. Additionally, co-teaching models whereby general and special education teachers collaborate and plan instruction are now a mainstay at every grade level within the district.

The district has introduced constructionist and inquiry-based models of instruction in the areas of mathematics and science. Coupled with expansion on new technologies within the classroom, the capacity to differentiate instruction for all students continues to increase.

Meanwhile the district continues to provide counseling services through *Aldersgate* and *Lake Side*. Combined with professional development related to mental health issues and de-escalation techniques, the district is able to program for more students presenting with emotional disturbance than ever before.

This district prioritizes professional development. The *Framework for Continuous Improvement* is in its 12th year of implementation. It outlines a comprehensive plan for in house professional development covering an extensive range of needs. A team, including special education and regular education teachers are sent to the PDE conference in Hershey and the special education department makes good use of the MCIU TAC team. Secondary teachers are currently working through the *Effective Practices for Secondary Transition* program

Students in 11th grade upwards have the opportunity to attend the Technical School or receive job skills training and work experiences through our own transition program. A designated Transition Coordinator facilitates student acquisition of job skills within our schools and community. The provision of well-planned transition services and carefully guided program selection, along with a skilled caring staff, helps the district maintain high graduation rates for special needs students. The district prides itself in maintaining excellent communication with parents. It works together to develop effective IEPs and address challenges immediately. A parent support group was created in an effort to educate and provide a network of ongoing supports to parents of students with disabilities. We also coordinate with one of the parents to circulate a newsletter with all upcoming parent trainings, discussion groups and events for students. The district's success in supporting families of students with special needs can be reflected in significantly lower incidences of litigation than in neighboring districts.

# 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
---------------	------------------	-----------------	---------------------------

<b>Melmark</b>	Approved Private Schools	Life Skills Support	1
<b>Vanguard</b>	Approved Private Schools	Autistic Support	1
<b>Valley Day</b>	Approved Private Schools	Emotional Support	1
<b>Western PA School for the Deaf</b>	Approved Private Schools	Hearing Support	1
<b>Woods Services</b>	Approved Private Schools	Life Skills	1
<b>Wordsworth</b>	Approved Private Schools	Emotional Support	2
<b>Wordsworth Spirit Program</b>	Special Education Centers	Life Skills Support	2
<b>Comprehensive Learning Center</b>	Special Education Centers	Autistic Support	1
<b>Log College, Centennial SD</b>	Neighboring School Districts	MDS	1
<b>Afton Elementary School</b>	Neighboring School Districts	MDS	1
<b>Tawanka Learning Center</b>	Special Education Centers	Autistic Support and MDS	2
<b>Sandy Run Middle School</b>	Neighboring School Districts	Autistic Support	1
<b>Hatboro Horsham High School</b>	Neighboring School Districts	Life Skills Support	1
<b>Souderton High School</b>	Neighboring School Districts	Autistic Support	1
<b>Wynnecote Academy</b>	Other	Emotional Support	1
<b>Lifeworks</b>	Special Education Centers	Autistic Support	3
<b>Delaware Valley High School</b>	Special Education Centers	Emotional Support	2
<b>Lakeside Girls Academy</b>	Special Education Centers	Emotional Support	2
<b>Lakeside</b>	Special Education Centers	Emotional Support	4
<b>Lifeworks</b>	Special Education Centers	Emotional Support	5

## Special Education Program Profile

### Program Position #1

*Operator:* School District

### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Primary School</b>	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	11	1

**Program Position #2***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Primary School</b>	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	10	1

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Primary School</b>	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	8	1

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Primary School</b>	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 8	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Primary School</b>	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	5 to 8	17	0.6

		operated					
--	--	----------	--	--	--	--	--

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	44	1

**Program Position #7***Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 8	11	0.2

**Program Position #8***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 8	3	0.1
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.02
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.02
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 17	3	0.05

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
-------------------	-------	----------	---------	---------	-----	----------	-----

		Type		Type	Range		
<b>Upper Moreland Intermediate School</b>	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	11	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Intermediate School</b>	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	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland School District</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	12	0.8

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Intermediate School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	7	0.6

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Intermediate School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	11	0.7

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

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

**Program Position #15***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Intermediate 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 11	4	0.4
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	12	0.6

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	45	1

**Program Position #17***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Intermediate 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 #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	23	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland 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 15	15	1

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland 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	17	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland 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 15	14	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Upper Moreland Middle School	A Middle School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	12	0.8

		programs are operated					
<b>Upper Moreland Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	4	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	11	1

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	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	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	35	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	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	18	1

**Program Position #27**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	13	0.4

**Program Position #28**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	20	1

**Program Position #29**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	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 17	12	1

**Program Position #30**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	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	8	1

**Program Position #31**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	10	0.6

		operated					
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	9	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 19	12	0.2
<b>Upper Moreland Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	33	0.6

**Program Position #33***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Upper Moreland High School</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	18 to 19	2	0.3
<b>Upper Moreland Middle School</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 9	2	0.1
<b>Upper Moreland Primary School</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.05

**Special Education Support Services**

Support Service	Location	Teacher FTE
<b>Director of Special Education</b>	District	1
<b>Supervisor of Special Education</b>	District	1
<b>Supervisor of Special Education</b>	Secondary Schools	0.5
<b>Psychologist</b>	Upper Moreland High School	1

<b>Psychologist</b>	Upper Moreland Middle School	0.5
<b>Psychologist</b>	Upper Moreland Intermediate School	1
<b>Psychologist</b>	Upper Moreland Primary School	1
<b>Instructional Paraprofessional</b>	Upper Moreland Primary School	5
<b>Instructional Paraprofessional</b>	Upper Moreland Intermediate School	5
<b>Instructional Paraprofessional</b>	Upper Moreland Middle School	6
<b>Instructional Paraprofessional</b>	Upper Moreland High School	5
<b>Personal Care Assistant</b>	Upper Moreland Primary School	9
<b>Personal Care Assistant</b>	Upper Moreland Intermediate School	7.2
<b>Personal Care Assistant</b>	Upper Moreland Middle School	2
<b>Personal Care Assistant</b>	Upper Moreland High School	3

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Therapy for Educational Access (OT)</b>	Outside Contractor	85 Hours
<b>EJP Physical Therapy Services</b>	Outside Contractor	15 Hours
<b>Behavior Excellence</b>	Outside Contractor	20 Hours
<b>Social Work Service</b>	Intermediate Unit	2 Days
<b>Itinerant Inclusion Specialist</b>	Intermediate Unit	3 Days
<b>Abington Speech</b>	Outside Contractor	1 Days
<b>Adapted Physical Education</b>	Intermediate Unit	1 Hours
<b>Transition Services - Work Exploration</b>	Intermediate Unit	16 Hours
<b>Transition Services - Work Training</b>	Intermediate Unit	10 Hours
<b>Inclusion Specialist</b>	Intermediate Unit	3 Days

# District Level Plan

---

## Special Education Personnel Development

### Autism

<b>Description</b>	Teachers and administrators across the district will acquire greater knowledge of the characteristics of autism and learn strategies to effectively work with this population. An itinerant teacher for autistic support students will be assigned to work with students who have autism in the general education setting, and provide consultative services to their teachers. This teacher will attend the Autism Conference at State College as well as other pertinent conferences and workshops, in order to build the capacity needed to provide turn around training across the district. This teacher, along with IU TAC personnel, will provide professional development in each building. District personnel will complete a pre and post questionnaire.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/4/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	50
<b>Provider</b>	Autistic Support Teacher and IU personnel
<b>Provider Type</b>	Combination of IU, district staff, and out of district speakers
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<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>
<b>Training Format</b>	Offsite Conferences
<b>Participant Roles</b>	Classroom teachers
<b>Grade Levels</b>	<p>Elementary - Intermediate (grades 2-5)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom student assessment data</p> <p>Participant survey</p>

## Behavior Support

<b>Description</b>	<p>Teachers and administrators will receive training that aids in the adoption and expansion of positive behavior supports (PBS). Additionally, staff members will receive training, using a train-the-trainer model to adopt more individualized behavior management techniques, including the use of restorative practices. The district will explore applying response-to-intervention (RtI) metrics to the use of PBS in order to access a full spectrum of supports, and appropriately</p>
--------------------	---

	allocate resources to at-risk and high-risk students. Lastly, weekly multi-disciplinary teams will meet in order to discuss behavioral and academic concerns of students in order to promote a proactive infrastructure for student supports.
<b>Person Responsible</b>	Ian Sandberg
<b>Start Date</b>	8/26/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	15
<b>Provider</b>	School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

## Paraprofessional

<b>Description</b>	The district will design and coordinate 20 hours of relevant training each year for all paraprofessionals working with students with special needs. The training will include research-based methods for managing student behaviors, collecting data related to student behavioral and academic performance, state and federal laws related to maintaining confidentiality, knowledge of the characteristics of a variety of disabilities, and use of assistive technology.
<b>Person Responsible</b>	Director of Special Education
<b>Start Date</b>	8/26/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education, Educational Technology

## Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	21
<b># of Participants Per Session</b>	40
<b>Provider</b>	School district
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.

<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
<b>Training Format</b>	<p>Live Webinar</p> <p>Department Focused Presentation</p>
<b>Participant Roles</b>	Paraprofessional
<b>Grade Levels</b>	<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>
<b>Follow-up Activities</b>	Paraprofessionals will be given the opportunity to discuss learned skills and strategies with their supervising teachers.
<b>Evaluation Methods</b>	Participant survey

### Reading NCLB #1

<b>Description</b>	In the summer of 2014 the district will purchase the STAR reading program. Teachers K - 5 will be trained to effectively use this tool in order to effectively monitor progress, to identify skill deficits, and provide interventions to address identified needs. Ongoing training on data interpretation and
--------------------	---

	<p>intervention tool selection will be provided.</p> <p>Additionally, special education teachers will attend training in the area of reading interventions, including the Wilson Language Program "Wilson Applied Methods" and the "Wilson Just Words" trainings.</p> <p>The district also plans to bring in an outside speaker to present on the neuropsychology of reading disorders, their diagnosis and interventions. The presentation will be followed by imbedded professional development.</p>
<b>Person Responsible</b>	Director of Special Education in conjunction with the Department for Teaching and Learning
<b>Start Date</b>	8/26/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Professional Education, Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	10
<b>Provider</b>	School District
<b>Provider Type</b>	The training will be provided by a combination of speakers and trainers from higher education institutions, private trainers, the IU Tack department, and district personnel
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<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>
<b>For school or LEA</b>	Provides the knowledge and skills to think and plan strategically,

<b>administrators, and other educators seeking leadership roles</b>	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>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>
<b>Training Format</b>	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<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  Creating lessons to meet varied student learning styles  Peer-to-peer lesson discussion  Joint planning period activities</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data  Standardized student assessment data other than the PSSA  Classroom student assessment data  Review of participant lesson plans</p>

## Transition

<b>Description</b>	<p>Following this school year's training in <i>Effective Practices for Transition</i> our secondary level, special education teachers will receive ongoing professional development at the department level to ensure the development and implementation of effective transition IEPs.</p> <p>Training for these teachers will also focus on the teaching of self-advocacy skills, acquiring knowledge of the different agencies and post school opportunities that are available to students with special needs, and optimal job-based instruction.</p> <p>Our transition coordination will continue to attend the ongoing Transition Meetings held at the IU and to share information with teachers and parents.</p>
<b>Person Responsible</b>	Ian Sandberg
<b>Start Date</b>	8/26/2014
<b>End Date</b>	6/30/2017
<b>Program Area(s)</b>	Special Education

## Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	6
<b># of Participants Per Session</b>	15
<b>Provider</b>	Upper Moreland School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	No
<b>Knowledge Gain</b>	This is an optional narrative for Special Education.
<b>Research &amp; Best Practices Base</b>	This is an optional narrative for Special Education.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking</b>	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

<b>leadership roles</b>	are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	Department Focused Presentation
<b>Participant Roles</b>	Classroom teachers School counselors Related Service Personnel Parents
<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

# 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.

*No signature has been provided*

---

*Board President*

*No signature has been provided*

---

*Chief School Administrator*