

Upper Moreland Township SD
Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

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

Planning Committee

Name	Role
Larry Cannon	Administrator : Special Education
Amanda Sirine	Elementary School Teacher - Regular Education : Special Education
Jackie Rosenbaum	Elementary School Teacher - Special Education : Special Education
Kathie Kaiser	High School Teacher - Special Education : Special Education
Elizabeth Sowers	Middle School Teacher - Special Education : Special Education
Heather Mosko	Parent : Special Education
Jennifer Webb	Parent : Special Education
Michelle Lutz	Special Education Director/Specialist : Special Education
Dionne Fears	Student Services Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 502

Identification Method

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

While Upper Moreland School district uses an MTSS/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: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

While the district has no areas of significant disproportionality, there is a slight trend that the district has identified more than the state average in the areas of autism and specific learning disability. In addition, African Americans and Hispanics are identified slightly more than their average population in the state. Upper Moreland will continue to provide training opportunities for general education teachers in providing classroom interventions prior to making referrals for special education services.

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. However, we do have several students with significant multiple disabilities that require specialized interventions that we are unable to provide in-district. Other students educated out of the district include those students with 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. Several years ago, a team from our intermediate school participated in the 'Membership, Participation and Learning Program' resulting in much improved inclusive practices for that school and these practices have been provided as turn around training sessions in other 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. Upper Moreland employs a full time itinerant autistic support teacher to provide social skills groups for students and training for teachers. Our two elementary schools practice RtII strategies. While not ready to use the RtII 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. Several years ago, we introduced the STAR Math and Early Literacy screening programs to better identify areas of need for all students and now use this information to determine how to best program for students and to provide a basis for moving forward with evaluations.

The district has embraced assistive technology. Most classrooms are equipped with Smartboards, laptop carts, and Chromebooks. We have greatly expanded our use of ipads, which are used as communication devices for several non-verbal students and are frequently programmed with activities to complement the general education curriculum. 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. All of our paraprofessional staff are trained on the uses of ipads and assistive software. Our legally blind student fully participates 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 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 for 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 5.8% of our students are educated in 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 currently educate 57.8% of all students in the general education classroom for 80% or more of their school day. Our first priority is to ensure that our students receive the interventions and support they need, and to the maximum extent possible, we do this in the general education environment. Along with the changing demographics in our district, coupled with improved identification methods, more students are being identified with exceptionalities than ever before. Many of these students, despite our best efforts, do require educational programs that necessitate time in a special education classroom that exceeds 20%.

In reviewing our special education numbers from the 2016 Child Count, Upper Moreland's numbers mirror those at the state. Students are included in the least restrictive environment whenever possible and when determined by the IEP team. Those students placed in alternative settings are based on severe behavioral and medical needs, whenever possible students are educated in the district. Beginning with the 2017-2018 school year, Upper Moreland will be initiating a secondary alternative program in an attempt to improve least restrictive environment.

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.

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. the district employs a teacher certified to teach CPI and this training is provided to district staff, including principals, management assistants, teachers and paraprofessionals, 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 through the MCIU in all four district buildings. Behavior analysts provide individual student services, consultation with teachers across the district and monthly professional development to all teachers in the elementary schools.

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 Responsive classroom 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 to teaching 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 Lakeside's 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 comprise less than .01% of our school-age population and range from 5 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 the Montgomery County Intermediate Unit for certified behavioral specialists, 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 12 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 impacts 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 support (PBS) at all schools, by applying response-to-intervention metrics to a service-delivery model of behavior support. Current efforts to adopt schoolwide character education models are underway while students receiving individualized services (Tier 3) described above to 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 Prepare: Mental Health First Aid. This program will train 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. We educate students in the least restrictive environment whenever possible. 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. Currently, 57.8% of students are educated in the general education classroom for 80% or more of the day.

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*, *Corrective Reading*, and *LLI* strategies are used in grades 3 through 5, while *Corrective Reading*, *LLI* and *AMP* are used at the secondary level. Student progress is monitored using the *STAR program*. 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. Combined with the expansion of 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 *Lakeside*. 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 15th 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
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Weidner Memorial School	Neighboring School Districts	MDS	1
Weidner Memorial School	Neighboring School Districts	Learning Support	1
The Nexus School	Special Education Centers	MDS	1
AIM Academy	Special Education Centers	Learning Support	1
Maple Point Middle School	Neighboring School Districts	Autistic Support	1
William Tennet High School	Neighboring School Districts	MDS	2
MCIU- Transition Placement	Special Education Centers	Learning Support	1
MCIU- Transition Placement	Special Education Centers	Life Skills Support	2
PA School for the Deaf	Approved Private Schools	Hearing Support	1
Lifeworks	Special Education Centers	Emotional Support	1
Lakeside	Special Education Centers	Emotional Support	4
Lakeside	Special Education Centers	Learning Support	1
Woods School	Approved Private Schools	Life Skills Support	1
Lifeworks	Special Education Centers	Learning Support	1
Wynnecote Academy	Other	Emotional Support	1
Anderson School	Special Education Centers	Emotional Support	1
Crefield	Special Education Centers	Autistic Support	1
HMS School for CP	Approved Private Schools	MDS	1
Delaware Valley Friends	Special Education Centers	Learning Support	1
Bucks Learning Academy	Special Education Centers	ES	1
Crefield	Special Education Centers	Learning Support	1
Woods School	Approved Private Schools	Autistic Support	3
Wordsworth Spirit Program	Special Education Centers	Autistic Support	1
Wordsworth	Approved Private Schools	Emotional Support	2

Vanguard	Approved Private Schools	Life Skills	1
Pathway	Approved Private Schools	Autistic Support	1
Pathway	Approved Private Schools	Life Skills Support	1
Vanguard	Approved Private Schools	Autistic Support	1
Melmark	Approved Private Schools	Life Skills Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: New students started in the district

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	5	0.1
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	1	0.1
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 8	2	0.1
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: New Classroom formation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	6	0.8
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.2
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Student age changes**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 5	1	0.5
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in teacher assignment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	8 to 8	2	0.5
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	9	0.5
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in teacher assignment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	17	1
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* New position**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	6	0.3
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	4	0.3
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.1
Locations:				
Upper Moreland Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.1
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in student building**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* New students**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	9 to 9	4	0.5
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Students entering new grade**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.8
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	3	0.1
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Students aged into new program**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	7	0.4
Locations:				
Upper Moreland School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.5
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

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

Implementation Date: August 29, 2016

Reason for the proposed change: New program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.1
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.3
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	5	0.2
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	4	0.4
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Reconfigure grades

PROGRAM SEGMENTS

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

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

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Reconfigure class**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	8	1
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in school**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	4	0.4
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	7	0.6
Locations:				
Upper Moreland Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 26, 2016*Reason for the proposed change:* Change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 12	2	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	18	0.9
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in grades**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	3	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	14	0.9
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in grades**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 14	2	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	0.9
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: change in grades

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	0.9
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	2	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: change in grades

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.5
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	5	0.5
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: change in grades

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
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	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.3
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	5	0.2
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	4	0.4
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: change in class

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.2
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 11	1	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.2
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 13	6	0.5
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in class**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	3	0.2
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.2
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* Change in teacher schedule**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.4
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.3
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	3	0.1
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 15	3	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: change in caseload

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	7	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	3	0.1
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	4	0.1
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	5	0.3
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 26, 2016*Reason for the proposed change:* updated caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	9	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	9	0.5
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	4	0.1
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16	4	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	7	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	0.7
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.1
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	9	0.5
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	3	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	2	0.3
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	8	0.4

Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	7	0.4
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 29, 2016

Reason for the proposed change: change in teacher position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	0.2
Locations:				
Upper Moreland High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	2	0.1
Locations:				
Upper Moreland Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
Supervisor of Special Education	District	1
Psychologist	Upper Moreland High School	0.5
Psychologist	Upper Moreland Middle School	0.5

Psychologist	Upper Moreland Intermediate School	1
Psychologist	Upper Moreland Primary School	1
Instructional Paraprofessional	Upper Moreland Primary School	3
Instructional Paraprofessional	Upper Moreland Intermediate School	7
Instructional Paraprofessional	Upper Moreland Middle School	6
Instructional Paraprofessional	Upper Moreland High School	6
Personal Care Assistant	Upper Moreland Primary School	13
Personal Care Assistant	Upper Moreland Intermediate School	6
Personal Care Assistant	Upper Moreland Middle School	8
Personal Care Assistant	Upper Moreland High School	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
PTS Therapy Services (OT)	Outside Contractor	70 Hours
EJP Physical Therapy Services	Outside Contractor	15 Hours
Behavioral Specialist (BCBA)	Intermediate Unit	55 Hours
Social Work Service	Intermediate Unit	2 Days
Hearing Therapist	Intermediate Unit	1 Days
Vision Therapist	Intermediate Unit	15 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Teachers and administrators across the district will acquire greater knowledge of the characteristics of autism and learn strategies to effectively work with this population.</p> <p>Performance Goal:</p> <p>Post-test will indicate a 10% increase in knowledge over the Pre-test results by 6/2019</p> <p>Post-test will indicate a 2% increase in knowledge over the Pre-test results by 6/2021</p>
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	50
Provider	District Personnel
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
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	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.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	<p>Classroom student assessment data</p> <p>Participant survey</p>

Behavior Support

Description	<p>Teachers and administrators will receive training that aids in the adoption and expansion of positive behavior support (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 support, and appropriately 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.</p> <p>Sign in sheets will be collected for each session. Data on the number of students removed from the regular education setting due to challenging behaviors will be collected.</p> <p>2% decrease in the number of students placed in a special education setting, within neighborhood school, due to challenging behaviors, by June 30, 2019</p> <p>2% decrease in the number of students placed in a special education setting, within neighborhood school, due to challenging behaviors, by June 30, 2021</p>
Person Responsible	Supervisor of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	15
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school	Increases the educator's teaching skills based on research on

counselors and education specialists	effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff
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 Peer-to-peer lesson 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. Classroom student assessment data Participant survey

Paraprofessional

Description	The district will design and coordinate 20 hours of relevant training each year
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	<p>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.</p> <p>The Special Education administrative staff will keep a log of the hours achieved by each paraprofessional to ensure that each person has achieved their 20 hours of training.</p>
Person Responsible	Director of Special Education
Start Date	7/2/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	4.0
# of Sessions	5
# of Participants Per Session	50
Provider	School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Department Focused Presentation

Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Paraprofessionals will be given the opportunity to discuss learned skills and strategies with their supervising teachers.
Evaluation Methods	Log documenting total hours completed

Reading NCLB #1

Description	<p>Even though No Child Left Behind is no longer the most current law, all staff members will receive updates on best practices for reading instruction for students of all ages. Training sessions will include direct instruction programs, review of online programs for remediation instruction, providing on level reading experiences for all students, and the use of guided reading groups to boost student achievement.</p> <p>Goals:</p> <p>Special Education teachers will increase specially designed instruction to students with reading disabilities by 10% by 6/2019.</p> <p>Special Education teachers will increase specially designed instruction to students with reading disabilities by 20% by 6/2021.</p>
Person Responsible	Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021

Program Area(s)	Professional Education, Special Education
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Professional Development Details

Hours Per Session	6.0
# of Sessions	6
# of Participants Per Session	10
Provider	School District
Provider Type	The training will be provided by a combination of speakers and trainers from higher education institutions, private trainers, the IU TaC department, and district personnel
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
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>

	Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals
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 Joint planning period activities
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 Review of participant lesson plans

Transition

Description	<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>
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	<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> <p>Review of randomly selected files for eligible students 14 years or older will show 100% compliance with state and federal requirements in 2015, 2016 and 2017</p> <p>Given pre and post-tests, special education teachers at the secondary level will demonstrate 20% increase in knowledge regarding relevant agencies, and in the teaching of self-advocacy skills, from July 2018 to June 2019</p> <p>Given pre and post-tests, special education teachers at the secondary level will demonstrate 20% increase in knowledge regarding relevant agencies, and in the teaching of self-advocacy skills, from July 2019 to June 2020</p>
Person Responsible	Supervisor of Special Education
Start Date	7/1/2018
End Date	6/30/2020
Program Area(s)	Special Education

Professional Development Details

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

	community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	Department Focused Presentation
Participant Roles	Classroom teachers School counselors Related Service Personnel Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities
Evaluation Methods	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.

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