

Coatesville Area SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

3030 CG Zinn Rd
 Thorndale, PA 19372
 (610)466-2400
 Superintendent: Cathy Taschner
 Director of Special Education: Lisa Hauswirth

Planning Committee

Name	Role
Dr. Cathy Taschner	Administrator : Professional Education Special Education
Jodi Dill	Community Representative : Special Education
Barbara Liberi	Community Representative : Special Education
Jill Santiago	Community Representative : Professional Education Special Education
Veronica Rainer	Elementary School Teacher - Regular Education : Special Education
Brenda George	High School Teacher - Special Education : Professional Education Special Education
Jessica Jakatt	Middle School Teacher - Special Education : Special Education
Gwen Koch	Parent : Special Education
Deb Willett	Parent : Special Education
Lisa Hauswirth	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 1460

Identification Method

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

The Coatesville Area School District (CASD) conducts a multidisciplinary evaluation conducted by Pennsylvania Certified School Psychologists to determine if a child meets the criteria consistent with one or more of the exceptionalities as defined by IDEA and the Pennsylvania Special Education Code, Chapter 14. The multidisciplinary team members including, but not limited to: School Psychologist, Teachers, Parent(s)/Guardian(s), Student (when deemed appropriate by the team), School Nurse, Outside Providers such as a Physician, Related Service Providers, and Others provide information to assess students in all areas including, as appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities when considering Specific Learning Disability (SLD) determinations as well examine any exclusionary factors. Regarding the identification process of students with Specific Learning Disabilities (SLD), the CASD addresses whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards. That is, the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age or grade; when provided with learning experiences and instruction appropriate for the child's age or state-approved grade level standards.

A thorough examination of appropriate assessments, including cognitive and academic achievement, to determine if the student meets the criteria for a SLD classification. In other words, a discrepancy between the student's ability and achievement is the method utilized for identifying a specific learning disability as opposed to the RTII Model of identification. Data provided to the psychologist may include classroom performance data, local and state assessments, progress monitoring data, and related service providers, teachers, and parental records and input.

The multidisciplinary team members and collected data are vital to the evaluation and identification process of students with potential Specific Learning Disabilities. The psychologist, in collaboration with the core team members is then able to conduct a comprehensive evaluation. By following this process, the CASD psychologists are in a position to appropriately determine if a child is indeed exhibiting criteria as a student with a Specific Learning Disability and in need of specially designed instruction.

Enrollment

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

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

After reviewing the enrollment differences based upon the December 1, 2017 Child Count, there is an enrollment difference between the percent of special education students enrolled in the Coatesville Area School District (CASD) at 25.2% and the State at 16.9%. This difference could be attributed to an overidentification of students eligible for specially designed instruction. The CASD plans to continue to strengthen the supports for all students with academic and social-emotional skills. When reviewing the preliminary December 1, 2018 Child Count, the number of students reported in eight out of thirteen disability categories decreased. In addition, the School Psychologists, Administrators and IEP Teams are reviewing identification and intervention practices.

When reviewing the 2017-2018 Significant Disproportionality with respect to a three year data set collected by the Pennsylvania State Data Center, the CASD does not exceed the threshold for the identification of students with disabilities across seven racial and ethnic groups to determine if and where disparities exist. The CASD has established Equity Teams comprised of teachers, students and community members who meet with each building's faculty once per month to review data and provide training on equitable and inclusive practices. In addition, the Coatesville Area High School Campus hosts other School District with a SPIRIT Summit to share strategies and plans for embracing diversity and providing equitable practices for everyone.

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?

Through the requirements set forth under Section 1306 of the Public School Code, the Coatesville Area School District is responsible for ensuring the students placed at Project Concern Treatment

Unit for Boys II (adjudicated youths) 112 West Lincoln Highway, Coatesville, PA 19320 receive FAPE in the LRE. CONCERN, a Treatment Unit for adjudicated boys, is located within the Coatesville Area School District (CASD) boundaries. The CASD continues to provide an on-site special education teacher and reading tutors to ensure that students receive an appropriate education. The CASD follows the same procedures with students residing at CONCERN as students residing within the District regarding the identification and evaluation of students that may be eligible for services under IDEIA. This process includes staff monitoring of educational and behavioral needs, differentiation, and implementation of intervention strategies as needed with progress monitoring. When no response to interventions are found effective, the staff at CONCERN will follow the referral, evaluation and development of specialized educational plans as set forth by CASD.

Upon enrollment, a Coordination of Care meeting is held to review each student's academic record and determine the educational programming and placement for students without an IEP or an IEP meeting is scheduled to ensure the student is receiving FAPE in the LRE. District guidance counselors, Supervisors for Pupil Services and Special Education work with the staff at CONCERN to register the students within the CASD and enroll in coursework and programming. The CASD makes a request to each of the student's home school districts requesting educational records.

Some barriers that the CASD face include residency acknowledgement from the student's home district as well as receipt of complete student records due to repeated changes in placement.

Incarcerated Students Oversight

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

The CASD has two school based Juvenile Probation Officers (JPO) through Chester County Probation who have offices on the Coatesville Area High School Campus. Each JPO spends an average of three days per week at the assigned building on the High School Campus. The JPO helps monitor these students daily and works closely with administration to track when students are either placed or when students return to the district. A student's JPO may participate with the IEP team and/or provide input. The school district ensures that students placed by the Juvenile Probation System receive services by sending the requested records to the facility as soon as notification is received by the District.

The CASD also works with the Chester County Intermediate Unit (CCIU) to provide educational services to incarcerated students at both the Chester County Prison and the Chester County Youth Center. These services may include students requiring either special education services or evaluation for services under IDEIA. The CASD special education office and the secondary guidance department respond in a timely manner to all record requests by the CCIU or other adjudicated placements.

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.

Board Policy 113 Special Education outlines the following purpose, “The district shall offer each student with a disability education programs and services that appropriately meet the student’s needs for educational, instructional, transitional and related services. A Student who requires special education shall receive programs and services according to an individualized education program (IEP). The IEP shall provide access to the district’s general curriculum and participation in state and local assessments, including supplemental aids and services that permit the student to be educated, to the maximum extent appropriate, with nondisabled peers. The district shall provide a continuum of placement options to appropriately meet the needs of students with disabilities.”

The CASD monitors the LRE data with the Bureau of Special Education routinely. Corrective Action Verification/Compliance and Improvement Plan was closed in February 2018 with respect to LRE as the inclusionary practices were expanded to include more students in the general education classroom 80% or more of the day. Extensive training on co-teaching and inclusive best practices have been implemented and will continue with additional training for teachers on differentiated instruction and content specific best practices from nationally and state recognized trainers.

The following LRE Data for Educational Environments for Students Ages 6-21 based upon the December 1 Child Count was reviewed:

Special Education Inside the Regular Class 80% or More

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	50.8%	51.4%	61.1%	70.1%
State	62.0%	61.8%	62.4%	62%

Special Education Inside the Regular Class less than 40%

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	2.9%	2.7%	1.6%	2.0%
State	9.5%	9.5%	9.0%	9.3%

Special Education in Other Settings

School Year	2014-2015	2015-2016	2016-2017	2017-2018
CASD	12.2%	13.9%	14.0%	13.4%
State	4.8%	4.9%	4.9%	4.9%

Although CASD provided services to students inside the regular class 80% or more of the day at a higher rate than the state in 2017-2018, professional development and training for special education teachers during the 2018-19 school year may account for some discrepancies during the 2017-2018 school year. After the Special Education Department conducted student file reviews identifying incorrect Penn Data and Level of Support calculations in some student's IEPs, the Special Education teachers received professional development at the start of the 2018-2019 school year on calculating Penn Data and identifying level of support. Inclusionary practices and training support the efforts to increase the students' success with the general education curriculum in the general education classrooms.

After review of the LRE data for special education inside the regular class less than 40%, a need exists to further expand upon the continuum of services provided to students to include co-teaching and opportunities for explicit, direct instruction for some students when supplementary aids and services within the regular education environment cannot be achieved satisfactorily. Research based direct instruction include all aspects of the core curriculum. In addition, some students require direct instruction with social skills and organizational skills that are outlined with frequency, location and specific skills within individual IEP document. Based upon the IEP team decision, direct instruction of academic and behavioral content occurs in the general education classroom or in a special education classroom and may be delivered by a general education teacher, therapist, special education teacher or personnel identified in the student's IEP.

The Coatesville Area School District's percentage of students receiving special education in other settings is higher than the state. IEP team members consider general education programming with supplementary aids and services as an initial option and must be rejected by the team based upon data. When considering a more restrictive environment, the IEP team members must discuss and document the interventions utilized. Supplemental and Full-time programming within a District building may be considered for a student. Supplemental and Full-Time programming refers to the percentage of time a student receives specially designed instruction. These levels of programming may include the general education curriculum and/or an intervention or replacement curriculum. The time a student receives related services such as Occupational Therapy, Speech and Language Therapy and others can be considered part of a student's supplemental or full-time programming. The location of supports and services is determined by the IEP team. Explicit and direct instruction programming outside of the District buildings may be considered when other placements options

within the district would not provide the student with a Free and Appropriate Public Education. Some options may include, but not limited to, placement in CCIU programs and Approved Private Schools.

The CASD continues to expand upon 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 through professional development, intervention materials, contracting with additional staff and Social Emotional Learning Program for students. The CCIU provides Technical Assistance Consultation for specific needs within the buildings. These consultants have worked with student's IEP teams, grade level teams and building teams to provide workshop training on strategies not limited to classroom management and behavior. Education Based Services (EBS) is also contracted for behavior specialists to assist IEP teams with the development and implementation of positive behavior support plans for individual students. Academic interventions are also available for students who may demonstrate a need for additional instruction to the core general curriculum. Students may participate in the Fountas and Pinnell's Leveled Literacy Intervention (LLI) in addition to Phonics and Word Study to further develop the foundations of reading. Teachers are being trained in the implementation of an explicit writing curriculum during the 2018-2019 school year. The district is exploring options for a mathematics intervention to support the research-based mathematics curriculum. This intervention will be available for students by the 2020-2021 school year. Social Emotional Learning is also addressed in the curriculum. Students in grades Kindergarten through Eighth participate in the Mind Up Program. Social skills instruction promotes pro-social behaviors for students in separate environments and are provided with opportunities to apply the skills in general education settings. Transition services for students with disabilities in the least restrictive environment will also be expanded upon. The CASD is collaborating with the PEAL Center and George Washington University to develop a Transition Quality Empowerment Project where a community-based task force will identify the transition services in the community and how to strengthen the services within the students' least restrictive environment. For some identified students in grades nine through twelve, the curriculum is infused with the Council for Exception Children's Life Centered Education (LCE) which has mathematics and literacy instruction with social and life-skills embedded throughout. In addition, the CASD is participating in the Downingtown Thornbury Chamber of Commerce Business and Education Council to further develop the opportunities for all students to have employment and internship opportunities in addition to transition skills from local business in the community.

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.

Board Policy No. 113.2 Behavior Support for Students with Disabilities directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Coatesville Area School District's schools have implemented school-wide positive behavior supports in elementary and middle school buildings. The Discipline, Compliance and Community Task Force formed during the 2017-2018 school year where the team met to discuss such topics as research on discipline and alternatives to suspension to identify a few. Input from teachers and the community was collected to develop a new student code of conduct for the 2018-2019 school year. Also, during the 2018-2019 school year, each building formed a Discipline Committee comprised of the Building Administrators and teachers. These committees reviewed discipline data for their respected buildings and determined pilot programs to implement and further collect data on the targeted students who had the most infractions. These pilot programs provided additional supports for students such as mentoring and more importantly a team approach to addressing students with frequent behaviors of concern while reinforcing the desired positive behaviors students are exhibiting.

Based upon Board Policy 113.2 adopted March 22, 2016, students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations. When students with disabilities who have behaviors that impede his/her learning or that of others have a team of professionals led by a contracted Board-Certified Behavior Analyst (BCBA) with input from the parent and student conduct a Functional Behavior Assessment (FBA) to determine the behaviors of concern and the context of these behaviors. The team analyzes the antecedent behaviors that occur prior to the identified behavior. What occurs after the behavior is also analyzed. A School Psychologist will provide consultation to the team, too. Upon completion of the FBA, a Positive Behavior Support Plan (PBSP) is generated by the team including input from the student in the form of an interest survey or other information gathering tool. This PBSP will systematically address the behaviors of concern and reinforce newly learned, appropriate replacement skills using positive reinforcers. Replacement behaviors will be directly taught by a teacher, Behavior Specialist or a Counselor in a setting determined by the IEP team and outlined within the PBSP. The behavioral goals will be monitored and adjusted through the IEP team process. BCBA's and Behavior Support Consultants (BSC) are contracted by the district to train and coach the staff with the implementation of behavioral techniques and strategies to support the students. When a documented need exists, some students require one-on-one support to assist with the implementation of a PBSP. For students exhibiting

more intensive behaviors, the district contracts for Registered Behavior Technicians (RBT) to assist in implementing a student's PBSP.

The Coatesville Area School District also utilizes the Chester County Intermediate Unit's TaC team to provide professional development for teachers and staff in positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. In the summer of 2018, the CASD trained four administrators to be on-site trainers of QBS, Inc. Safety Care Crisis Prevention. These trainers conduct trainings for staff on de-escalation techniques. The CASD will develop a protocol to ensure every staff member working with students with challenging behaviors is trained in a systematic process.

Currently, the CASD contracts for seven full-time Licensed Social Workers who work with students requiring mental health support as part of their IEP or 504 Plan. A mental health screening will be conducted on a student to determine if that support would be beneficial to the student. The Licensed Social Workers also participate and conduct suicide and violence risk assessments along with the school counselors. Students receive school-based behavioral health services at a frequency determined by the IEP team.

Also, to address the signs of mental illness and substance abuse, students and staff participate in, Mental Health First Aide Training which is a national program to identify, understand and teach the skills to respond. This training is not specific to special education.

Based upon the identified needs of the students, the Coatesville Area School District will continue to expand upon the community partnerships, training and supports for the students.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Coatesville Area School District (CASD) provides a continuum of services for students identified under Pennsylvania Chapter 14 regulations to ensure FAPE in the least restrictive environment. Each student's IEP team reviews the student's progress and identifies when the supports and services need to be increased through the accommodations to the instruction and/or environment. Supports and services include but are not limited to: conducting a SETT evaluation through the CCIU to determine assistive technology needs, updating a Functional Behavior Assessment and Positive Behavior Support Plan, evaluation by a reading specialist, evaluation by a Psychiatrist, screenings for related services, CCIU TaC Autism consultation, Behavior Specialist support, or a lower staff to student ratio. Educational placement options are available for students with disabilities within the general education school setting and through various programs with the CCIU and Approved Private

Schools. When appropriate for a student with Autism, contracted services with the CCIU, ABA Today and EBS provide supports for the student and the IEP team. The CASD employs Supervisors of Special Education who assist IEP teams with available programming for students. All community-based agencies are welcome and encouraged to attend IEP meetings for students to further the collaboration and strengthen the connection between services provided in the student's home environment and the school environment. Some IEP teams have participated in intensive interagency coordination with the CCIU to work toward the goal of ensuring FAPE for an individual student. These cases are reviewed with the Bureau of Special Education to determine how LEAs or IUs can further build capacity within programming.

As per state guidelines, the Coatesville Area School District reports students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction through the Special Education Students @ Home Reporting System, so that the Department can determine whether these students require intensive interagency coordination.

Placements currently not available within the LEA include partial hospitalization programs or programming to support a student experiencing substance abuse. The CASD utilizes the following CCIU programs with success for students:

- CARE is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages 6 through 10 years old, who have been diagnosed with significant mental health disorders, such as oppositional defiant disorders, a conduct disorder, mood disorders and/or an anxiety disorder.
- TEACH is a school-based therapeutic program that provides a clinical and alternative education environment for children, ages 6 through 13 years old, who have been diagnosed with a significant mental health disorder, such as oppositional defiant disorder, a conduct disorder, a mood disorder, an anxiety disorder and/or an attention deficit/hyperactivity disorder.
- REACH is a school-based, partial hospitalization program that provides a clinical and alternative education environment for children, ages 14 through 21 years old who have been diagnosed with significant mental health disorders such as oppositional defiant disorder, a conduct disorder, mood disorder, and/or an anxiety disorder.
- GATEWAY offers both middle and high school programming with smaller academic and elective classroom environments along with mental health counseling for students with disabilities who exhibit mild to moderate adjustment difficulties.
- CHANGES is an alternative high school program that addresses the academic, social, emotional and behavioral needs of students who are not making progress in a traditional high school setting due to substance abuse. Changes provides an opportunity for students to receive an integrated program of treatment for substance abuse with individualized, rigorous academics in a small, caring and personalized setting. The goal of the program is to provide students with the skills to maintain sobriety, achieve academic success, succeed in the workplace, transition into the community and return to the regular school environment.

During the life of this plan, the CASD intends to expand upon the continuum of services by providing additional resources for interventions that can be considered by IEP teams to create individualized educational programming for each student. Over the past few years, some students are enrolling from early intervention programs that require Autism Support with a Verbal Behavior integration. The CASD is will have opportunities for staff development with ABA techniques and provide further behavioral and material resources to provide these supports within the general education school for those students in which the general education school is the Least Restrictive Environment. In addition, further transition services will be explored for students to receive employment and independent living skills within the Coatesville Area School District. Some students currently participate in the CCIU Transition to Work Program and Transitional Living Program to develop those skills. Another CCIU program, CHAMP, provides community based instruction for students with autism. The Transition Coordinator for the CCIU will work closely with the CASD to further share and develop educational programming to address the transition portion of each IEP where applicable. The behavioral and mental health supports and interventions contracted through EBS and the CCIU are also expanding the continuum of services. Within the next three years, every building in the District will have a Behavior Specialist to support students and teachers in the development, revision and implementation of Positive Behavior Support Plans and provide classroom management strategies to teachers.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Project Concern Treatment Unit for Boys II (adjudicated) 112 West Lincoln	Nonresident	Coatesville Area School District	20

Highway, Coatesville, PA 19320			
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Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Avon Grove High School/Chester County Intermediate Unit	Neighboring School Districts	Multiple Disabilities Support	1
Camp Hill Special School	Approved Private Schools	Autistic Support	5
CARE- Chester County Intermediate Unit	Other	Emotional Support-Partial Hospitalization Program	5
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Autistic Support	9
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Emotional Support	21
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Learning Support	19
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Learning Support-Career Academy	23
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Life Skills Support	20
Child and Career Developmental Center-Chester County Intermediate Unit	Other	Multiple Disabilities Support	21
CHAAMP- Chester County Intermediate Unit	Other	Autistic Support	3
Devereux Cares	Approved Private Schools	Autistic Support	3
Devereux Mapleton/Day School	Approved Private Schools	Emotional Support	3
Devereux Brandywine	Approved Private	Emotional Support	4

	Schools		
Devereux Kanner	Approved Private Schools	Life Skills Support	5
Devereux Kanner	Approved Private Schools	Multiple Disabilities Support	2
Glen Mills	Other	Emotional Support	2
Martin Luther School	Approved Private Schools	Emotional Support	1
Octorara High School/Chester County Intermediate Unit	Neighboring School Districts	Life Skills Support	2
Octorara Middle School/Chester County Intermediate Unit	Other	Autistic Support	1
Overbrook School for the Blind	Approved Private Schools	Vision Support	1
Pathway School	Approved Private Schools	Autistic Support	1
REACH- Child and Career Developmental Center- Chester County Intermediate Unit	Other	Emotional Support- Partial Hospitalization Program	6
TEACH- Child and Career Developmental Center- Chester County Intermediate Unit	Other	Emotional Support- Partial Hospitalization Program	7
Timothy School	Approved Private Schools	Autistic Support	8
Unionville Elementary School/Chester County Intermediate Unit	Neighboring School Districts	Multiple Disabilities Support	1
Vanguard	Approved Private Schools	Autistic Support	13
OPTIONS- Chester County Learning Center- Chester County Intermediate Unit	Other	Emotional Support	10
Gateway- Chester County Intermediate Unit	Other	Emotional Support	6
Melmark School	Approved Private Schools	Life Skills Support	1
Melmark School	Approved Private Schools	Autistic Support	1
Octorara Primary School/Chester County Intermediate Unit	Neighboring School Districts	Autistic Support	1
Royer- Greaves School for the Blind	Approved Private Schools	Vision Support	2

Technical College High School Pickering Campus- Chester County Intermediate Unit	Other	Emotional Support	2
Transitional Living Program- Chester County Intermediate Unit	Neighboring School Districts	Learning Support	1
Wordsworth Academy	Approved Private Schools	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Added new program segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.25
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	13	0.26
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.02
Locations:				
East Fallowfield	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	5 to 8	2	0.17
Locations:				

East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Deleted a segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.05
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.24
Locations:				
East Fallowfield	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	8 to 11	2	0.17
Locations:				
East Fallowfield	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:* July 30, 2018*Reason for the proposed change:* Closing of Friendship Elementary School**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	4	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.2
Locations:				
Reeceville	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	1	0.02
Locations:				
Reeceville	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 9	2	0.16
Locations:				
Reeceville	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: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.05
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.3
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.01
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Closing of Friendship Elementary

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	6	0.75
Locations:				
East Fallowfield	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	5 to 8	3	0.25
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 30, 2018*Reason for the proposed change:* Closing of Friendship Elementary**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	5	0.62
Locations:				
Caln	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	8 to 11	1	0.08
Locations:				
Caln	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	8 to 11	4	0.2
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Changed location and added a segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	4	0.5
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 8	5	0.42
Locations:				
Rainbow	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 11	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 30, 2018*Reason for the proposed change:* Closing of Friendship Elementary**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.1
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	8 to 11	2	0.1
Locations:				
Reeceville	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 11	3	0.15
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	7	0.14
Locations:				
Reeceville	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	8 to 11	2	0.16
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Removed segments**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	6	0.12
Locations:				
Kings Highway	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:* January 4, 2016*Reason for the proposed change:* Added Segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
Kings Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.1
Locations:				
King's Highway	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:* January 4, 2016*Reason for the proposed change:* Added segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.22
Locations:				
Rainbow	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	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.04
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	1	0.12
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Added Segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.34
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.04
Locations:				
Rainbow	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:* January 4, 2016*Reason for the proposed change:* Added segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.05
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.26
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.05
Locations:				
Rainbow	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:* January 4, 2016*Reason for the proposed change:* Added Segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.08
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.16
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Rainbow	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: March 16, 2015

Reason for the proposed change: Added Segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	3	0.37
Locations:				
Rainbow	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	5 to 8	1	0.08
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	1	0.12
Locations:				
Rainbow	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	3	0.15
Locations:				
Rainbow	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: January 4, 2016

Reason for the proposed change: Added Segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	5 to 8	8	0.2
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.02
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Reeceville	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	5 to 8	1	0.08
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added Segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	2	0.04
Locations:				
Reeceville	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%)	Emotional Support	8 to 11	1	0.05

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	1	0.12
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Added Segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	2	0.1
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	2	0.04
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	0.06
Locations:				
Reeceville	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	1	0.05
Locations:				
Reeceville	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	5 to 8	3	0.25

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

Program Position #19*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: Added Segments***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	3	0.15
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.16
Locations:				
Reeceville	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	8 to 11	3	0.25
Locations:				
Reeceville	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 11	5	0.25
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: Added Segments***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.35

Locations:				
Scott	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 15	6	0.12
Locations:				
Scott	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 15	1	0.05
Locations:				
Scott	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 15	1	0.02
Locations:				
Scott	A Junior High School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Added segment.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.25
Locations:				
Scott	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 15	8	0.16
Locations:				
Scott	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 15	1	0.02

Locations:				
Scott 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:* January 4, 2016*Reason for the proposed change:* Segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.05
Locations:				
Scott	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 15	13	0.26
Locations:				
Scott	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 15	1	0.05
Locations:				
Scott 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:* March 16, 2015*Reason for the proposed change:* Segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	0.18
Locations:				
Scott	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%)	Learning	12 to 15	3	0.15

but More Than 20%)	Support			
Locations:				
Scott	A Middle 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	1	0.08
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: removed segments***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	8	1
Locations:				
Scott	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: Segment added***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.22
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
NBMS	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%	Autistic Support	11 to 14	1	0.12

but More Than 20%)				
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
NBMS	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 15	1	0.05
Locations:				
NBMS	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 15	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
North Brandywine 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 15	10	0.2
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	12 to 15	2	0.04
Locations:				
NBMS	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 15	1	0.05
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Segment Added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
North Brandywine 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 15	8	0.16
Locations:				
North Brandywine 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 15	4	0.08
Locations:				
NBMS	A Middle 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	2	0.16
Locations:				
NBMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #28*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.22
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
North Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment Added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.24
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	3	0.15
Locations:				
North Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04

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

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Added Segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.28
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.02
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* A change in the teacher's caseload.**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	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	17	0.34
Locations:				

South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.04
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Type of Support Changed due to enrollment of students.**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	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	13	0.26
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	3	0.06
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	1	0.05
Locations:				
South Brandywine	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: January 4, 2016

Reason for the proposed change: segments added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	7	0.35
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	10	0.2
Locations:				
Caln	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	8 to 11	1	0.05
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	2	0.25
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Caln	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.14
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	1	0.02
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	1	0.05
Locations:				
Caln	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	5 to 8	1	0.08
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Added Segment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	4	0.08
Locations:				
South Brandywine 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 15	15	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	1	0.02
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Added Segment and Changed type of support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	5	0.25
Locations:				
South Brandywine 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	Autistic Support	11 to 15	3	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	4	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Added Segment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05
Locations:				
South Brandywine 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 15	25	0.5
Locations:				
South Brandywine 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	Autistic Support	11 to 15	1	0.08
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* segment added**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	25	0.5
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.15
Locations:				
Intermediate High School	A Junior 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	3	0.06
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* segment added**PROGRAM SEGMENTS**

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 18	4	0.2
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	23	0.46
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.06
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.08
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segment added

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	4	0.2
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.4
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.02
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.44
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.25
Locations:				
Intermediate High School	A Junior 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	14 to 18	1	0.05
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #42*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	29	0.58
Locations:				
Intermediate High School	A Junior 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 18	2	0.1
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* segment added**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.08
Locations:				
Intermediate High School	A Junior 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	14 to 18	1	0.12
Locations:				
Intermediate High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.12
Locations:				
Intermediate High	A Junior High School	A building in which General Education		

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 29, 2016

Reason for the proposed change: Changed location and types of support

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.16
Locations:				
King's Highway	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 11	5	0.25
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	2	0.1
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	26	0.52
Locations:				
High School Campus (11/12 Building)	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	16 to 20	1	0.05
Locations:				
High School Campus (11/12 Center)	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%)	Autistic Support	16 to 20	2	0.25

but More Than 20%)				
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	28	0.56
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	4	0.2
Locations:				
High School Campus (11/12 Building)	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 20	4	0.08
Locations:				
High School Campus (11/12 Center)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #49*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Segment Added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	1	0.05
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	26	0.52
Locations:				
High School Campus	A Senior High School	A building in which General Education		

(11/12 Building)	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	2	0.04
Locations:				
High School Campus (11/12 Center)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	1	0.08
Locations:				
CASH	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	16 to 20	1	0.12
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	26	0.52
Locations:				
HS Campus (11/12)	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	Life Skills Support	17 to 21	2	0.1
Locations:				
High School Campus (11/12 Building)	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	17 to 21	1	0.05
Locations:				
CASH	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 20	8	0.16
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* Segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	29	0.58
Locations:				
High School Campus (11/12 Building)	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	Life Skills Support	16 to 20	2	0.1
Locations:				
High School Campus (11/12 Building)	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	17 to 21	1	0.05
Locations:				
CASH	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 20	3	0.06
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 20	2	0.16
Locations:				
CASH	A Senior High School Building	A building in which General Education programs are operated		

Program Position #53*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: segment added***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	25	0.5
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	4	0.2
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 21	9	0.18
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	1	0.05
Justification: Cyber Academy				
Locations:				
Cyber Academy (located at Scott Middle School)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #54*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: March 16, 2015**Reason for the proposed change: segment added***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.1
Locations:				
Caln	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 9	2	0.1
Locations:				
Caln Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	1	0.02
Locations:				
Caln	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%)	Deaf and Hearing Impaired Support	6 to 9	1	0.06
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	4	0.06
Locations:				
Caln	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 9	4	0.33
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 20	1	0.1
Locations:				
High School Campus (11/12	A Senior High	A building in which General		

Building)	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	6	0.3
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	30	0.6
Locations:				
High School Campus (11/12 Building)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* A change in the teacher's caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 21	59	1
Justification: At no time are students seen by the speech and language therapists in groups outside of the allowable age span. The speech and language therapist travels to various buildings and meets with her students within the allowable age span (NBMS, SBMS, Scott, Campus)				
Locations:				
High School Campus (9/10 Center)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #58*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* segment added**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.14
Locations:				
Caln	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 9	7	0.35
Locations:				

Caln	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	6 to 9	1	0.06
Locations:				
Caln	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 9	2	0.16
Locations:				
Caln	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	6 to 9	1	0.12
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 30, 2018

Reason for the proposed change: Friendship Elementary Closed, so students were distributed among other buildings.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	0.6
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Reeceville, Caln, King's Highway, East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	0.23
Justification: At no time are students of a greater age range provided service at the same time.				
Locations:				
Reeceville	An Elementary School Building	A building in which General Education programs are operated		

Program Position #61

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: Segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	52	1
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 16, 2015

Reason for the proposed change: A change in the teacher's caseload.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	29	0.5
Justification: At no time are students seen by the speech and language therapist in groups outside of the allowable age span.				
Locations:				
King's Highway Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #63*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* A change in the teacher's caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	51	0.8
Justification: At no time are students being seen by the speech and language therapists in groups outside of the allowable age span.				
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #64*Operator:* Outside Contractor for the School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* This assignment was transferred to a different elementary building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	35	0.6
Justification: At no time are students seen by the speech and language therapists in groups outside of the allowable age span.				
Locations:				
Rainbow Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #65*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* A change in the teacher's caseload.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 19	15	0.4
Justification: At no time are students being seen by the deaf and hearing impaired teacher in groups outside of the allowable age span. The deaf and hearing impaired teacher travels to various buildings (9/10 Center, North Brandywine Middle School, East Fallowfield, Friendship, and Rainbow) and meets with her students within the allowable age span.				
Locations:				
High School Campus (9/10 Center)	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%)	Deaf and Hearing Impaired Support	5 to 19	1	0.1
Justification: At no time are students being seen by the deaf and hearing impaired teacher in groups outside of the allowable age span. The deaf and hearing impaired teacher travels to various buildings (9/10 Center, North Brandywine Middle School, East Fallowfield, Friendship, and Rainbow) and meets with her students within the allowable age span.				
Locations:				
High School Campus (9/10 Center)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #66*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 16, 2015*Reason for the proposed change:* change in support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.31
Justification: At no time are students being seen by the speech and language teacher in groups outside of the allowable age span.				
Locations:				
Caln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #67*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* January 4, 2016*Reason for the proposed change:* Location and age range change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	3	0.1
Justification: The students are never in the room at the same time. All grouped by age/grade.				
Locations:				
King's Highway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	7	0.14
Justification: Students are provided service by age/grade. They are not in the same room at the same time.				
Locations:				
King's	An Elementary School	A building in which General Education		

Highway	Building	programs are operated		
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Program Position #68*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: A change in the teacher's caseload.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	6	0.3
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	0.26
Locations:				
Rainbow	An Elementary School Building	A building in which General Education programs are operated		

Program Position #69*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016**Reason for the proposed change: Deleted/Change segments and updated caseloads***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.04
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	17	0.34
Locations:				
East Fallowfield	An Elementary School Building	A building in which General Education programs are operated		

Program Position #70*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: January 4, 2016*

Reason for the proposed change: Removed segments

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	14	0.28
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	2	0.04
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #71

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

Reason for the proposed change: segment added

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.2
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	1	0.05
Locations:				
Scott 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 15	4	0.08
Locations:				
Scott Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: January 4, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.5
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	1	0.05
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #73*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* January 4, 2016*Reason for the proposed change:* Added Segments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	3	0.06
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	4	0.2
Locations:				
South Brandywine 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	11 to 14	5	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	4	0.25
Locations:				
South Brandywine Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 1, 2016*Justification:* Compliance for proximity to home, classroom location was marked as inappropriate.*Explain any unchecked boxes for facilities questions:* The CONCERN program is for adjudicated youth and CYF placed students residing in a group home setting within the school boundaries. The staff members at CONCERN and the school district have determined via the coordination of care meeting that the student's needs can best be met at this program.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.04
Locations:				
CONCERN Program	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.2
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.04
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	1	0.06
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	14 to 18	1	0.02
Locations:				
CONCERN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Certified School Psychologist	Scott Middle School and Cyber	1
Certified School Psychologist	North Brandywine Middle School and Reeceville Elementary	1
Certified School Psychologist	Rainbow Elementary	1
Certified School Psychologist	East Fallowfield Elementary and South Brandywine Middle School	1
Certified School Psychologist	HS Campus	1
Certified School Psychologist	9/10 Center and Caln Elementary	1
Supervisor of Special Education	Administration Building	3
Director of Special Education	CASD Admin Building	1
Paraprofessional (One on One)	Caln Elementary School	4
Paraprofessional (One on One)	East Fallowfield Elementary School	5
Paraprofessional (One on One)	Kings Highway Elementary School	3
Paraprofessional (One on One)	Reeceville Elementary School	5
Paraprofessional (One on One)	South Brandywine Middle School	7
Paraprofessional (One on One)	North Brandywine Middle School	8
Paraprofessional (One on One)	High School Campus (9/10 Center)	12
Paraprofessional (Classroom)	HS Campus (9/10 Center)	3
Paraprofessional (One on One)	High School Campus (11/12 Building)	11
Paraprofessional (One on One)	Scott Middle School	8
Paraprofessional (Classroom)	Scott Middle School	2
Paraprofessional (Classroom)	Rainbow Elementary School	2
Paraprofessional (One on One)	Rainbow Elementary School	15
Nurse	Caln Elementary School	1
Nurse	East Fallowfield	1
Nurse	Kings Highway	1
Nurse	Rainbow	1
Nurse	Reeceville Elementary School	1
Nurse	North Brandywine Middle School	1
Nurse	South Brandywine Middle	1

	School	
Nurse	Scott Middle School	1
Nurse	HS Campus (9/10)	1
Nurse	HS Campus (11/12)	1
Guidance Counselor	Caln Elementary School	1
Guidance Counselor	East Fallowfield Elementary School	1
Guidance Counselor	Kings Highway Elementary School	1
Guidance Counselor	Rainbow Elementary School	1
Guidance Counselor	Reeceville Elementary School	1
Guidance Counselor	North Brandywine Middle School	1
Guidance Counselor	Scott Middle School	1
Guidance Counselor	South Brandywine Middle School	1
Guidance Counselor	High School Campus (9/10 Center)	3
Guidance Counselor	High School Campus (11/12 Building)	3
Paraprofessional (Classroom)	East Fallowfield Elementary School	1
Paraprofessional (Classroom)	North Brandywine Middle School	1
Paraprofessional (Classroom)	High School Campus (11/12 Building)	2
School Psychologist	King's Highway and Early Intervention	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychiatrist Consultation	Intermediate Unit	3 Hours
Occupational Therapy Services (Multiple Staff)	Outside Contractor	5 Days
Nursing/LPN Nursing Services (Multiple Staff and Staffing Agencies)	Outside Contractor	5 Days
Personal Care Assistants (Multiple Staff)	Intermediate Unit	5 Days
Paraprofessionals (Multiple Staff and Agencies)	Outside Contractor	5 Days
Physical Therapy (Multiple Staff)	Outside Contractor	5 Days

Behavior Supports (Multiple Staff)	Outside Contractor	5 Days
Reading Tutoring (Multiple Staff)	Outside Contractor	5 Days
Orientation and Mobility	Intermediate Unit	5 Hours
Behavior Supports (Multiple Staff)	Intermediate Unit	1 Days
Psychological Services (Multiple Staff)	Intermediate Unit	5 Days
Mental Health Therapy (Multiple Staff)	Intermediate Unit	5 Days
Speech and Language Therapists	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Teachers and Paraprofessionals recognize that we have many students with autism spectrum disorder and training is an integral part of providing effective instruction. District staff will undergo training that focuses on working effectively with students with autism spectrum disorder. Trainings will be with individual student teams, parents, and/or classroom staff. Trainings will include the following topics:</p> <ul style="list-style-type: none"> • Differentiation of Instruction • SETT process with the CCIU for determining assistive technology needs • Positive Behavior Support Plans – focused on strengths of children • Alternative Assessments • Applied Behavior Analysis (ABA) techniques training • What are/ Creating Social stories • Include Me assemblies for understanding disabilities • PEAL Center and the ARC parent and community events and trainings
Person Responsible	Special Education Department
Start Date	6/14/2019
End Date	4/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
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# of Sessions	6
# of Participants Per Session	20
Provider	Coatesville Area School District, CCIU, PaTTAN, Include Me and EBS
Provider Type	School Entity, IU, PaTTAN and Non-profits
PDE Approved	Yes
Knowledge Gain	All stakeholders will gain knowledge about the learning styles of students with autism and strategies and interventions to support them in the classroom.
Research & Best Practices Base	Trainings will focus on research and best practices that participants can utilize in an effective manner when servicing students with autism.
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>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p>

	<p>School counselors Paraprofessional Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data</p>

Behavior Support

Description	<p>The Coatesville Area School District will look to expand the School Wide Positive Behavior Interventions and Supports (PBIS).</p> <p>The Coatesville Area School District will offer a series of professional development opportunities during scheduled professional development days and in targeted staff meetings. Training opportunities will be available in the following areas:</p> <ul style="list-style-type: none"> • School Wide Positive Behavior Interventions and Support (PBIS): Reward systems providing positive reinforcement, strategies and interventions to implement in all school settings, token economy • Parent Workshops for dealing with student behaviors
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	<ul style="list-style-type: none"> • Writing and implementation of Positive Behavior Support Plans • Progress monitoring of behavior goals and data collection • QBS Safety Care De-Escalation Techniques • Staff, Parents, and High School students will be provided the opportunity to participate in Mental Health First Aide training
Person Responsible	Special Education Department
Start Date	6/3/2019
End Date	6/3/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	50
Provider	Coatesville area School District
Provider Type	School Entity, CCIU and EBS, a for profit company.
PDE Approved	Yes
Knowledge Gain	<p>Teachers, staff, paraprofessionals, and administrators will gain the knowledge of creating a positive learning environment for all students in all settings.</p> <p>Teachers will demonstrate proficiency in:</p> <ul style="list-style-type: none"> • Analyzing behaviors and conducting a Functional Behavior assessment with an Antecedent, Behavior, Consequence chart. • Designing effective positive behavior support plans that change student behaviors. <p>Monitor students' response to behavior support plans and the effectiveness of the plans.</p>
Research & Best Practices Base	Increase the educator's teaching skills on conducting Functional Behavior Assessments and positive behavior support plans.

For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>End of the year discipline data.</p>

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Paraprofessional

Description	<p>Coatesville Area School District Paraprofessionals will undergo a minimum of 20 hours of training annually, as required by Chapter 14. The workshops will be presented by the Chester County Intermediate Unit or district staff that are relevant to their assignments. Paraprofessionals will also have the opportunity to participate in workshops or webinars presented by PATTAN or CCIU with prior approval by the Director of Special Education. The online modules of the Safe Schools are also available for paraprofessionals to choose as part of the required 20 hours per year.</p> <p>Training topics may include:</p> <ul style="list-style-type: none"> • Working collaboratively with teachers • Working with students with autism spectrum disorder and behavioral concerns • Power struggles • Professional Duties • What Paraprofessionals need to know about reading • CPR First Aide Training • Lifting and positioning • Confidentiality • Understanding IEP's - Specifically the Specially Designed Instruction • Youth Mental Health First Aide Training
Person Responsible	Mrs. Lisa Hauswirth
Start Date	8/16/2019
End Date	6/1/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	60

# of Participants Per Session	50
Provider	Coatesville Area School District, CCIU, PaTTAN, and EBS
Provider Type	School Entity, PaTTAN Non-profit organizations, for profit company and IU
PDE Approved	Yes
Knowledge Gain	<p>Paraprofessionals will continue to increase their knowledge base of duties that relate to their daily assignment.</p> <p>Role of the paraprofessional</p> <p>Understanding disabilities</p> <p>Confidentiality</p> <p>Basic CPR training</p> <p>De-escalation techniques/Positive reinforcements.</p>
Research & Best Practices Base	Highly qualified paraprofessionals will impact student achievement
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
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>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	<p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Journaling and reflecting Summaries of learning and exit ticket completion
Evaluation Methods	All paraprofessionals will meet the mandated 20 hours of annual professional development training. Principals will complete observations and walkthroughs. All paraprofessionals will show documentation of attendance at trainings.

Reading

Description	<p>To continue to enhance the educator's content knowledge in the areas of reading (reading comprehension, phonics, phoneme awareness, fluency and vocabulary), the Coatesville Area School District has created a professional development plan which includes special education teachers with the classroom teachers in the educator's certification and assignment. The following opportunities for professional development exist to address the area of reading:</p> <ul style="list-style-type: none"> • Reading comprehension, conferring groups and small group strategies • Teachers College of Columbia University will facilitate the implementation of reading, writing and phonics. • University of Pennsylvania Writing Project • Word Study • Fountas and Pinnell Leveled Literacy Intervention • DRA administration
Person Responsible	Dr. Kimberly Donahue and Mrs. Lisa Hauswirth

Start Date	6/10/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	30
# of Participants Per Session	25
Provider	Coatesville Area School District
Provider Type	School Entity and College or University
PDE Approved	Yes
Knowledge Gain	Teachers will further develop their instructional and assessment skills in the areas of reading and writing.
Research & Best Practices Base	Training is based upon the research and work of and not limited to: John J. Collins, Ed, Lucy Caulkins, Elin Oliver Keene, and others.
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>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

	Professional Learning Communities
Participant Roles	<p>Classroom teachers Principals / Asst. Principals New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity</p>

Transition

Description	<p>Secondary transition is the process of preparing students for post high school life. This may include post-secondary education or training, competitive employment, and independent living. These three areas should be the driving force behind writing transition plans in Individualized Education Programs (IEPs) for transition age students. The Coatesville Area School District in collaboration with the PEAL Center and George Washington University</p>
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	<p>participates in the Transition Quality Empowerment Project which involves students, parents, community members and organizations and school personnel to identify the transition needs of the students and develop a community mapping. The team of Change Agents will implement the utilization of the Transition Discoveries Guide. The areas of the Transition Discoveries Guide will be:</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Determination/Leadership • Family Engagement • Person-Centered Planning • Friendships • How to be part of your school community <p>Simultaneous to this project, the special education teachers will receive Indicator 13 training by the CCIU and Special Education Department to continue to expand upon the content of the transition grid of the students' IEPs.</p>
Person Responsible	Mrs. Lisa Hauswirth
Start Date	5/1/2019
End Date	8/31/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	10
Provider	Coatesville Area School District
Provider Type	School Entity, IU, College or University, Non-profit Organization
PDE Approved	Yes
Knowledge Gain	<p>Teachers will gain the knowledge in transition activities that will lead to improved outcomes for students transitioning. Areas addressed will be independent living, employment opportunities and post high school education.</p> <p>All stakeholders for transition will develop a community mapping of</p>

	transition opportunities.
Research & Best Practices Base	Research proves that transition plans are effective when created with a purpose and focus starting at age 14. The plan should focus on the students' strengths, interests and needs and identifying the types of supports that will be needed for the student's future success.
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 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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>New Staff</p> <p>Parents</p>
Grade Levels	<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

	Creating lessons to meet varied student learning styles
Evaluation Methods	Participant survey Indicator 13- training and monitoring and Transition Quality Indicator Survey

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer