

APPROVED PLAN

JULY 8, 2014

Tredyffrin-Easttown SD
Special Education Plan Report
07/01/2014 - 06/30/2017

District Profile

Demographics

West Valley Business Center
 940 West Valley Road, Suite 1700
 Wayne, PA 19087
 (610)240-1900
 Superintendent: Daniel Waters
 Director of Special Education: Andrea Chipego

Planning Committee

Name	Role
Andrea Chipego	Student Services Director/Specialist
Amy Cummins	Parent
Josephine Goodman	Elementary School Teacher - Special Education
Chris Groppe	Administrator
Amy Hawkins	Secondary School Teacher - Regular Education
Carrie Houde	Secondary School Teacher - Special Education
Kate Parker	Teacher on Assignment K-12
Jane Rawlings	Parent
Nicole Roy	Special Education Director/Specialist
Lisa Snyder	Special Education Director/Specialist
Megan Szymendera	Elementary School Teacher - Regular Education
Lisa Warren	Parent

Core Foundations

Special Education

Special Education Students

Total students identified: 953

Identification Method

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

The Tredyffrin-Easttown School District continues to apply a model of discrepancy analysis to determine a student's eligibility as a student with a Specific Learning Disability. The school psychologist will take into consideration not only the results of his/her standardized testing but also the information provided by the other team members when making a determination. In this way, input from all members of the multi-disciplinary team is considered in the determination of eligibility for special education services.

The multidisciplinary evaluation process includes input from parents and key school personnel including the school counselor, general education teachers and support personnel. The school psychologist administers standardized tests of aptitude and achievement, psychological processing, and behavior rating scales. The reading specialist may administer additional assessments including a formal or informal reading evaluation. Data from curriculum-based assessment is provided by the reading or math specialist or other support personnel working with the child. The speech/language pathologist may administer tests of expressive and receptive language. The occupational and/or physical therapist may administer tests of sensory and motor integration. The psychologist and other school personnel will observe the student in school settings, consult with the student's teachers and review previous evaluations and school records. The school counselor will gather health and background information on the student.

Every member of the MDE team contributes to the development of the Evaluation Report. The school psychologist is responsible for making sure that the evaluation is completed and the Evaluation Report written and presented to the parents within the time line required in federal and state regulation.

Enrollment

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

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

No disproportionality exists between the District and State enrollment data.

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?

1. The TESD contracts with the Chester County Intermediate Unit (CCIU) to act as LEA on their behalf to ensure that all of the obligations under Section 1306 are satisfied. The CCIU serves as liaison between the District and the Devereux programs.

These obligations include but are not limited to the following:

- Seeking the advice or input of the resident district with regard to educational services for the student.
- Meeting the Child Find obligations outlined in IDEA and Chapter 14
- Ensuring that all students identified with a disability receive a Free and Appropriate Public Education.
- Ensure that all students are educated in the least restrictive environment.

2. The CCIU service coordinators monitor student progress in collaboration with the Devereux staff. The CCIU service coordinators are on site at the Devereux facilities for a substantial portion of their day. They informally interact with the Devereux staff and receive regular updates on student performance. The service coordinators have access to the student educational records including student progress reports. The service coordinators communicate with parents regarding progress. If necessary, the service coordinator arranges formal IEP meetings, including annuals and revisions if the student is experiencing difficulties accessing their educational program. Lastly, the service coordinator works with the IEP team to explore less restrictive placement options where appropriate.

3. The most common barriers to implementing the school district's ability to meet its obligations under 1306 are as follows:

- Timely access to educational records
- Determination of residency
- Length of stay in the Residential Treatment Facility (RTF).

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 District is notified about incarcerated students through coordination with the Juvenile Probation Office, the student's family and the agency or LEA providing the educational program. Upon notification the District provides the student's current IEP and other requested documents. District guidance counselors and/or mental health specialists are responsible for maintaining contact with agency personnel to provide a smooth transition back to the District or to alternative programming as warranted.

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.

1. The District provides a full range of services to maintain and support students in the regular education environment before they may require special education supports and services. All students are monitored closely for progress through the general education curriculum. Literacy and math specialists work with individual and groups of students who are not demonstrating satisfactory progress. School based teams operate at all levels to assist teachers in implementing strategies for students who are struggling academically or behaviorally.

For eligible students, each IEP team is charged with the responsibility to consider the full range of supports and services that can be implemented in the regular classroom. During the IEP meeting, the team reviews specific questions to determine the least restrictive environment for that student. Plans are revised as needed to modify the range of supports. Student progress is monitored to ensure that meaningful progress is made. Special education staff have been trained in a variety of curriculum based assessment approaches and student progress tracking methods. Special education faculty work closely with general education teachers to ensure that students with disabilities are able to access the general education curriculum and meet the educational standards for those programs, alongside their typical peers. Specially designed instruction, delivered in the multiple environments, is derived from and closely linked to the general curriculum.

Only when the IEP team has determined that meaningful progress cannot be made, even with a full range of supports and services in the regular classroom, can more restrictive placements be considered. School teams have used a matrix planning format to consider and determine the following: the appropriateness of particular mainstreaming opportunities; how the student's IEP goals can be systematically matched to the general curriculum in all subject areas; how inclusive practices such as differentiated instruction can be used to implement each student's program; the educational benefits available to the student in a regular education classroom with supplementary aids and services, as compared to the benefits of a segregated special education classroom; and the possible negative effect of the student's inclusion on the other children's education. The District works collaboratively with CCIU consultants who provide technical assistance to maintain students in the least restrictive environment.

2. The District works diligently to provide FAPE in the Least Restrictive Environment. To that end we continue to grow our in-district programming for students, and to work collaboratively with the Chester County Intermediate Unit (CCIU) and other agencies to support our staff and students. This section will first describe the programming options we have developed for students, and lastly, the ways in which staff capacity is developed to meet student needs.

First, we continue to develop new programming for students with highly involved needs, and to have a process of continuous refinement and improvement of existing programs. This section will describe new programming developed for students with more complex needs. For example, during the 2012-13 school year we launched our high school Autistic Support program to serve our students who had progressed through elementary and middle school in Autistic Support. Working from the model installed in the earlier grades, we consulted with CCIU, Lakeside Educational Network, and Ken-Crest, and reviewed research on best practices. To date, the program has been

successful. One indicator of the effectiveness has been that we have successfully transitioned two students back into District services who previously had been in an Approved Private School and Instruction in the Home. In addition, during the current 2013-14 school year we have launched our middle school Life Skills Support program to serve the elementary age students who made the transition to middle school. A similar process to the above was followed. The school team examined the elementary model and worked with CCIU consultants to develop a comprehensive program that continues to emphasize academic rigor while also meeting the functional needs of the students. As our understanding of complex student needs evolves, we will continue to review the need to develop new in-District programming options.

As special education services are a continuum of options, we have also worked to develop new and better programming options for students with less complex needs. For example, in examining the transition from middle to high school we identified that students continued to need supplementary programming in various academic skills such as organization, study skills, time management and written expression. To address this need we developed a semester-long course for 9th and 10th graders demonstrating need in these areas. Teachers reviewed student IEPs, commercial curriculum materials, and collaborated with CCIU staff to develop a curriculum specific to the needs of our students. The District is also examining the need to develop a high school course to address needs related to post-secondary transition for students on a college path. The course could address self-advocacy, self-determination, and other issues that students with disabilities may face when navigating college or university.

We also continue to refine existing programs. For example, during the current school year we are reviewing how social skills instruction is delivered K-12. We have held curriculum writing workshops since June 2013 to refine and implement evidence-based practices that will result in a more comprehensive and systematic method of social skills instruction.

Lastly, we continue to develop staff capacity to meet the wide array of student needs presented in our buildings. Professional development has occurred in a systematic and ongoing manner for classroom teachers, paraeducators, special education teachers, related service personnel, and support staff such as bus drivers and lobby aides. Several examples stand out. First, the special education supervisors conduct professional development for newly hired teachers each year. Topics include disability awareness, district programming, and IEP documents. Next, targeted professional development is conducted as identified in student IEPs and as school teams become aware of needs. For example, we provided ongoing staff development for paraeducators in the elementary Autistic Support classrooms on dealing with student behavior. Behavior consultants from the CCIU provided feedback and instruction on strategies to address specific student needs. District special education teachers have access to a wide array of support and professional development that enables them to support students (and be a resource to general education staff) in the Least Restrictive Environment.

For example, during the current school year several teachers (K-12) attended a three-day professional development in intensive teaching methods that use an ABA-oriented foundation. Additionally, we have worked very closely with the CCIU to support Technical College High School-Pickering staff to enable support of students with complex needs at the Pickering campus. This

arose out of transitioning three students with high-functioning autism from Approved Private Schools and full day special education centers to TCHS-Pickering. Behavior consultants and CCIU TaC team support have been provided to enable these students successful transition to a general education setting.

3. SPP Indicator 5 refers to the Educational Environments in which District students are receiving their instruction. Three ranges are identified to categorize where students receive special education services: (1) inside regular class 80% or more; (2) inside regular class less than 40%; and, (3) special education in other settings (Approved Private Schools and Full Time Special Education Centers). The table below depicts the percentage of T/ESD students in each category, and the target percentage identified by PDE. The number of T/ESD students in categories (1) and (2) remain largely consistent over the last three years, while the percentage of students in category 3 has declined. Data was obtained from the Penn Data website.

Table 1: Percentage of T/ESD students in environment

	80% or more	< 40%	Other settings
2012-13 T/ESD	74.4 %	3.4	5.9
2011-12 T/ESD	76.5	2.1	5.6
2010-11 T/ESD	75.7	3.0	6.5

Reviewing data back to 2005-06 identifies that the percentage of T/ESD students placed in Approved Private Schools and Special Education Centers has decreased from 8.0% of T/ESD students with IEPs in 2005-06 to 5.9% in 2012-13.

To assist in analyzing why we have a higher percentage of students placed in APS and SE centers, we reviewed the 2013-14 child count submission regarding the number of students currently placed by their IEP team at Approved Private Schools and special education centers. The District currently has 50 students placed in these settings. Table 2 breaks down the students by current grade level.

Table 2: APS/SE Center by grade level

	Elementary (K-4)	Middle (5-8)	High (9-12)	Post-HS (age 18-21)
APS	4	14	11	5
SE Center	0	8	5	3
Total	4	22	16	8

(Elementary and middle school grade breakdowns reflect District grade breakdowns.)

The largest grade range is students aged 14 - 21 (high school and post-high school) with 24 students. The growth of our in-district programs (e.g., Autistic Support, Life Skills Support) proceeded organically, starting at the elementary level and moving to middle and high school as the cohorts of students moved through our system. The students in the 14-21 age range were often already placed

in APS and SE centers as we developed these programs.

The process by which students are placed in an APS or SE center remains consistent and aligned with current regulations and the IEP process. The students receiving services in these settings are typically students with the most involved needs. For example, of the four students at the elementary level identified in Table 1 above, three have complicating physical disabilities accompanied by learning, behavioral, and/or social needs. The IEP teams followed the correct process in determining placement: describing objective present levels, developing measurable goals from these present levels; describing the specially designed instruction needed to attain the goals, including related services; and then discussing the degree to which the IEP could be implemented in the students' neighborhood school, in the regular classroom, until there was agreement that the students' needs could best be served by placement in an APS or SE center.

Behavior Support Services

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

District Policy and Regulation #6200 include all the regulatory components. This policy was reviewed by the Board Policy Committee on November 17, 2008. It was approved by the School Board on January 26, 2009.

The District Policy and its associated Regulation includes research-based practices and ensures that restraints are used only as a last resort. The team is trained to demonstrate physical control and restraint positions to be implemented when control is necessary as a last resort to an individual's dangerous behavior. The District Policy and its associated Regulation designates that personnel will be trained in specific procedures, methods, and techniques that they will be expected to employ in the positive behavior support plan in accordance with the student's IEP.

Select District staff are trained by the Crisis Prevention Institute using the Nonviolent Crisis Intervention Program. The program objectives include the following preventive techniques:

1. Identify the behavior levels that contribute to the development of a crisis
2. Identify useful nonverbal techniques that can help to prevent acting out behavior
3. Use verbal techniques to de-escalate behavior
4. Demonstrate the principles of personal safety to avoid injury if behavior escalates to physical level

5. Provide for the care, welfare, safety, and security of all those who are involved in a crisis situation.

Two trainings are held on a yearly basis. First, a full day training for staff not yet certified is held. Staff are chosen based on student needs. The other training is a refresher training for teams certified the previous year.

The District employs a protocol including a Functional Behavior Assessment (FBA) and Positive Behavior Support Plan (PBSP) when problem behaviors are reported. Below is the process all teachers follow if there is a concern about a student's behavior.

First, the IEP team convenes and conducts an FBA. The FBA consists of data collection and may include the following information: archival data, interviews, checklists, "Initial Line of Inquiry", direct observation, ABC anecdotal data, and rating scales.

Next, based on the data collected, a PBSP is developed and integrated within the following sections of the IEP.

1. Special Considerations: the appropriate box is checked to indicate that the student demonstrates behaviors that impede his learning or that of others.

2. Present Levels of Functional Performance are updated to reflect the recently collected data. A hypothesis statement indicating the perceived function of the student's behavior is also included in the present levels. The hypothesis is written using this format: When (antecedents,) (student's name) (specific, observable behavior) in order to (get/avoid) (consequences of behavior). (Target behavior) occurs (frequency/duration, severity, circumstances).

3. Strengths and Needs: Descriptions of the student's strengths and needs with respect to interpersonal skills (peers or adults), self-regulation (coping skills, behavioral regulation), and school related tasks (task initiation or completion, engagement in instruction).

4. IEP Goals: The team states the goal(s) with evaluation criteria for the desired behavior. Team members are instructed to systematically match the SDI with target behavior goal.

5. Specially Designed Instruction: The following items are included:

a. environmental prevention techniques to discourage undesired behavior.

b. environmental prevention techniques to encourage desired behavior.

c. intervention techniques (reinforcers) to increase desired behavior.

d. intervention techniques (planned ignoring or response cost) to eliminate undesired behaviors

e. when indicated, critical incident management (response to dangerous behaviors).

6. Related Services: The team will include any related services that are necessary for the student to make meaningful progress on the IEP behavior plan goal(s).

7. Supports for School Personnel: The team will include any consultation or other supports as required to deliver the IEP. If a student's behavior escalates to a degree beyond the scope of the current plan, a critical incident management protocol specific to the student is created and followed by the IEP team. The IEP team is convened to review the plan and make appropriate revisions; in the case of restraint the team reconvenes within ten days.

The data for an individual student is kept in the student's special education file and reported as

required. The parents are given notice when a restraint is used. An IEP meeting is offered to the parent to be held within 10 school days of the incident. The purpose of the meeting is to review and discuss the current FBA and PBSP. The PBSP includes specific interventions to address the student's behavior and is integrated into the IEP as described above. If the student requires the use of restraints it is clearly identified when and how restraints will be used within the PBSP. In addition the student is taught alternative skills as part of the IEP. The goal specifies the socially acceptable alternative skill to be taught.

The LEA accesses professional development opportunities and technical assistance provide by the Bureau of Special Education/PaTTAN. For example, in the past year District personnel have attended the following trainings: Functional Behavior Assessment and Positive Behavior Support Plan on 10/9/13, and Nonviolent Crisis Intervention Program on 9/19/13, two sessions on 9/25/13 and March 11, 2014. The District utilizes consultative support services through the Autism Team and Behavior Support Team offered by the CCIU to assist teams with individual students in the areas of behavior support, sensory integration, toilet training, and life skills. In addition the District has implemented two research-based programs that teach pro-social skills and reinforce a school climate in which positive behavior support approaches can be sustained. These programs are PATHS (Promoting Alternative Thinking Skills) and the Olweus Bullying Prevention Program. PATHS and Olweus are implemented in all five elementary schools. Olweus extends to the middle schools from grades five through eight.

To support the needs of students with emotional disabilities, the Penn Resiliency Program continues to be implemented with ongoing training within the Emotional Support Program, in grades K-12. This program is a research-based curriculum grounded in cognitive-behavioral principles. Students learn to develop skills to respond in a socially appropriate and effective manner to problems and adversities they may encounter throughout their day.

Teachers have been trained to conduct Functional Behavior Assessments and develop Positive Behavior Support Plans as a tool to increase opportunities for inclusion for their students. In addition, each building has a team comprised of school personnel trained to implement appropriate de-escalation strategies in response to crisis situations.

Three mental health specialists work as full-time employees of the District to serve the needs of students K-12. The District has also partnered with local agencies such as COAD, Child Guidance Resource Center, and Lakeside Educational Network to supplement counseling services. In the 2010-2011 school year an Intensive Outpatient Program to address school avoidant behaviors was piloted at the high school level.

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 most difficult disability categories involve students with emotional disturbances or other health impairment where these categories are related to a mental health diagnoses manifesting in behavioral or emotional difficulties, particularly during the middle school years. Students experiencing depression or anxiety may have great difficulty accessing the curriculum or otherwise functioning in the traditional school setting. The special education teacher, with support from the school counselor, school psychologist and classroom teachers, is responsible for monitoring student performance and convening the team to review and revise the program as needed. The District has employed three full time mental health specialists and a consulting psychiatrist who work with IEP teams to define and deliver the supplementary supports and services required to maintain the student in the school setting. Input from these professionals and data from functional behavioral and other assessments are used to determine student needs and strategies for improvement. The school professionals work collaboratively with the family, community agencies and the mental health system to identify and provide appropriate supports. When the student cannot make progress, even with supplementary supports and services, the IEP team identifies appropriate placements and works closely with the family through the process of transitioning from one program to another. The mental health specialist is the key link between the outside provider and the District by continuing to serve as an IEP team member wherever the student is enrolled and by planning with the home school when it is time for the student to return.

Strengths and Highlights

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

Parent Engagement

Tredyffrin/Easttown School District enjoys a tradition of strong parent and community involvement. With few exceptions, parents are present at their students' IEP meetings. There is frequent home-school communication. Parents are involved within the buildings and are active participants in

supporting their children at home. Parent participation has been encouraged through BUILD, a support and information-sharing group for parents of students with disabilities. The community is invested in its schools and supports a hiring philosophy of recruitment and retention of excellent teachers with a demonstrated history of success in the classroom. As a result, all teachers are highly competent and committed to their work.

Research-Based Practices

Instruction for students with special needs is grounded in research-based practices. Teachers are provided appropriate training to implement a wide range of strategies and programs such as Project Read, the Wilson Reading Program, SRA Reading, Seeing Stars, Visualizing and Verbalizing, Language!, Rewards, Saxon Math, Math in Focus, Scott Foresman, ALEKS computer math program, and Verbal Behavior. Students receiving Emotional Support participate in the Penn Resiliency Program, a research-based program with demonstrated efficacy based on cognitive-behavioral principles.

Inclusive Programs and Practices

Programs have been developed and are successfully operating within District schools to meet the educational needs of students with low-incidence disabilities in the least restrictive environment. Prior to the initiation of these programs, students may have been enrolled in more restrictive programs outside of the District.

Autistic Support. Currently there are two Autistic Support classrooms at the elementary level, two Autistic Support classrooms at the middle school level and one at the high school level. The students participate in regular education special area subjects, lunch and recess and are included with typical peers to the maximum extent appropriate. The District is monitoring the needs of this population closely to determine what additional programming may be warranted in the future.

Life Skills Support. Currently there is one Life Skills Support classroom at the elementary level, one Life Skills classroom at the middle school level and one at the high school level. These classes are for students who require more intensive and specialized instruction with an emphasis on functional academics and independent living skills. The students participate in regular education special area subjects, lunch and recess and are included with typical peers to the maximum extent appropriate. The District is monitoring the needs of this population closely to determine what additional programming may be warranted in the future.

Language/Learning Support. A specialized program of supplemental learning support with intensive language-based instruction was initiated in the 2009-2010 school year. This program is designed to meet the needs of students whose literacy development has been significantly impacted by language-based learning disabilities.

Differentiated Instruction, Adaptations and Modifications. District-wide staff development has focused on strategies for differentiating, adapting and modifying instructional materials and methods to meet the needs of diverse learners. This has been a particular focus at the middle school level where Science and Social Studies teachers have partnered with Special Education teachers to review and adapt curriculum throughout the 2013-2014 school year. At Conestoga High School a full in-service day was devoted to this effort with Special and Regular Education teachers working together to create a curriculum to support special education students in the regular education classrooms.

Technology. The District has committed substantial resources for various technologies to assist students in accessing the regular education curriculum and to increase the capacity of all teachers to meet the needs of diverse learners. Some examples are described below.

Technology, including desktop computers, laptop computers, iPads and other tablets, scanners, printers, and specialized instructional software and peripherals, has been upgraded. Many classrooms, including those of related service providers, utilize SMART Board technology to facilitate and differentiate instruction.

Text to speech software has been networked throughout Conestoga High School and is available to all students throughout the building, including the Media Center and the Testing Center. Read Out Loud has now been networked at both middle schools and is available throughout the buildings. Computer hubs, consisting of 4-5 desktop computers, laser printer, scanner, and specialized curricular software, have been established in the Media Centers of both middle schools for use primarily by special education students. Some of the specialized programs in these centers include Read Out Loud, Kurzweil 3000, Dragon Naturally Speaking, Thinking Reader, Admire Reading and My Access Writing.

The District subscribes to Bookshare, an online digital library that provides accessible electronic books compatible with a variety of text to speech software programs. Through the District license, students are provided with Individual User Accounts allowing them to access digital text from home or the community. Bookshare provides access to textbooks, novels, fiction, non-fiction, periodicals and other materials. Bookshare provides several text to speech software programs available to students with an Individual User Agreement. The District also provides a take home license of Read Out Loud to students who benefit from Text to Speech software.

E-Book Warehouses have been set up on the District server for the high school, middle school and elementary levels. Each digital warehouse contains digital versions of all instructional materials at each grade level for the middle and high schools, and content area instructional materials at the elementary level. Students can access text through the warehouse using Kurzweil software which is readily available throughout the buildings. Kurzweil Learn Station software and digitized texts are provided to any student with a reading or print disability for home use. Two high speed scanners were purchased and are used to facilitate the process of making instructional materials accessible to the students.

The District, in conjunction with the Assistive Technology consultants from the CCIU, PaTTAN, and PIAT, provides supports, services, and equipment trials to students in the process of Assistive Technology acquisition.

Student Achievement

Students with IEPs in T/ESD make significant achievement on several indicators, including graduation rates, PSSA results, and college acceptance rates.

The graduation rate for students with IEPs is consistently above the state rate: over a seven year average, 99% of students with IEPs graduated. This included four years in which 100% of students with IEPs eligible graduated. In addition, over 90% of these students were accepted into college or university. Consistently, all students with special needs graduate and transition to post-secondary education, training or work.

PSSA achievement is also strong for students with IEPs. Data for this section were taken from the Special Education Data Report for 2011-12, the most recent year published by PDE. The percentage of students with IEP's achieving proficiency in reading and math far exceeds the state average. For example, in 2012 75% of TE 3rd graders with IEP's were proficient or advanced on the PSSA Reading Assessment, compared to the state average of 40% proficient in reading for all 3rd graders with IEP's. In the same year, 85% of TE 8th graders with IEP's were proficient or advanced in reading as compared to the state average of 45% for all 8th graders with IEP's. Similar comparisons are evident for all other grades assessed.

Extended School Year Programming

The T/E School District has provided robust extended school year programming for those students who qualify. During the summer, several academic camps for the special education population, grades K through 12, run for 4 or 5 weeks. Along with daily instruction in reading, writing, and math, the related services of OT, PT, and Speech are provided. The District has partnered with local agencies to provide focused social skills instruction within an engaging activity-based learning environment. Fast ForWord is another component of the ESY program that is available to students who require this intervention. The District also provides tutoring services by District approved highly qualified teachers in reading, writing, and math throughout the summer. Students with more extensive or specialized needs may attend camps or schools outside the district at various settings throughout the area.

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
Stone and Gables	Nonresident	Devereux Educational Services and the Chester County Intermediate Unit	9

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
CCIU Child and Career Development Center	Special Education Centers	AS, ES, LS, LSS, MDS	16
CCIU Gateway Program	Special Education Centers	LS, ES	4
Davidson School	Approved Private Schools	AS, LSS, MDS	2
Vanguard School	Approved Private Schools	LS, ES, AS	9
The Timothy School	Approved Private Schools	AS	7
CCIU REACH/TEACH/CARE	Special Education Centers	Partial Hospitalization	4
CCIU STEPS	Special Education Centers	LS, ES	1
The Pathway School	Approved Private Schools	LS, ES, AS	1
Overbrook School for the Blind	Approved Private Schools	LSS, MDS, Vision Support	1
Melmark School	Approved Private Schools	LS, ES, AS, LSS, MDS	5
Martin Luther School	Approved Private Schools	ES, LS	2
Impact / Insight Programs	Special Education Centers	ES, LS, Partial Hospitalization	4
Green Valley Academy	Other	LS	2
George Crothers Memorial School	Approved Private Schools	MDS	1
Devereux Kanner	Approved Private Schools	LS, ES, LSS	1
Camphill Special School	Approved Private Schools	LSS	1
CCIU Aspire Program	Special Education Centers	ES, AS	1
Vantage Academy	Special Education Centers	LS, ES	2
Devereux Day	Approved Private Schools	LS, ES, AS, LSS, MDS	1
Lifeworks Alternative School	Special Education Centers	LS, ES, AS	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	7	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	5	0.7
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	40	0.8
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.2

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	48	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	43	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	9	0.5

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	9	0.5

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	14 to 18	3	0.3

	School Building	Education programs are operated	but More Than 20%)				
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	33	0.7

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.1
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	41	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	17	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	21	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School	A building in which General	Itinerant	Learning Support	11 to 14	29	1

	Building	Education programs are operated					
--	----------	---------------------------------	--	--	--	--	--

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	12	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	30	1

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	10	0.5
Tredyffrin-Easttown School District	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	9	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	14	0.75

Tredyffrin-Easttown Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 14	4	0.25
-----------------------------------	--------------------------	---	-----------	------------------	----------	---	------

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.5
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	22	0.5

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	2	0.5
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	20	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.5
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	0.5

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	14	0.5
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	1	0.5

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	2	0.5
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	16	0.5

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 14	8	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	0.6
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	5	0.2
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	16	0.5
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	17	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.5
Beaumont Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	9	0.5

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Devon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	9	0.5
Devon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	0.5

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

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

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

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

School	Elementary School Building	which General Education programs are operated		Support			
--------	----------------------------	---	--	---------	--	--	--

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	7	1

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #34*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Eagle Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
New Eagle Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	9	0.3

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	14	0.7
Valley Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	4	0.3

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	2	0.5
Valley Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	4	0.5

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	10	0.5

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.5

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

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

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conestoga High	A Senior High	A building in which General	Itinerant	Speech and Language	14 to	10	0.9

School	School Building	Education programs are operated		Support	18		
--------	-----------------	---------------------------------	--	---------	----	--	--

Program Position #42*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
T/E Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	15	1

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	16	1

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaumont Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	23	0.5
Beaumont Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	12	0.5

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beaumont Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 10	10	0.2

Program Position #46

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Devon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	17	0.4
Devon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	12	0.4

Program Position #47

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	15	0.5
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	15	0.5

Program Position #48

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Eagle Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	14	0.4
New Eagle Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	12	0.4

Program Position #49

Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary	An Elementary School	A building in which General Education	Itinerant	Speech and Language Support	5 to 7	12	0.5

	Building	programs are operated					
Valley Forge Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	14	0.5

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	10	0.2

Program Position #51*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 8	1	0.2

Program Position #52*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Valley Forge Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 8	2	0.1
Devon Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 10	3	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	T/E Administrative Office	3
Special Education Secretary	T/E Administrative Office	3

Director of Individualized Student Services	T/E Administrative Office	1
Special Education Teacher on Special Assignment	T/E Administrative Office	1
Mental Health Specialist	VFES/NEES/VFMS	1
Mental Health Specialist	BES/DES/HES/TEMS	1
Mental Health Specialist	CHS	1
Special Education Secretary	CHS	0.5
Special Education Paraeducator	BES	9.81
Special Education Paraeducator	CHS	15.06
Special Education Paraeducator	DES	6.4
Special Education Paraeducator	HES	10.12
Special Education Paraeducator	NEES	6.18
Special Education Paraeducator	TEMS	10.43
Special Education Paraeducator	VFES	10.25
Special Education Paraeducator	VFMS	9.9
Special Education Paraeducator	T/E Administrative Office	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
9 School Psychologists	Intermediate Unit	5 Days
5 Occupational Therapists	Outside Contractor	184 Hours
2 Physical Therapists	Outside Contractor	40 Hours
27 Personal Care Assistants	Outside Contractor	1012.5 Hours
2 Behavior Specialist Consultants	Intermediate Unit	45 Hours
2 Hearing Support Teachers	Intermediate Unit	8 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Due to program expansions and increase in student need, the District has identified a continuing need for Staff Development in the area of Autism. Specifically, Classroom Teachers will participate in learning opportunities to enhance their understanding of:</p> <ul style="list-style-type: none"> - Best Practices for working with students on the Autism Spectrum - Social Skills - Inclusion Strategies - Intensive Teaching - Positive Behavior Supports - Transition Support/Post Secondary Outcomes for Students on the Autism Spectrum
Person Responsible	Chris Groppe
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	6
# of Participants Per Session	8
Provider	School District/CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p>
Participant Roles	<p>Classroom teachers</p> <p>Paraprofessional</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and</p>

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Parents and paraeducators will be given access to participant surveys after completion of the professional development. For teachers, participant surveys will be used during Year 1, and the classroom observation model used during subsequent years.</p>
--	---

Behavior Support

Description	<p>The district recognizes the need to address challenging behaviors for students by utilizing proactive, positive approaches.</p> <p>In order to achieve this, Teachers, Administrators, Related Service Providers and Paraprofessionals will participate in staff development sessions.</p> <ul style="list-style-type: none"> - Staff will be trained in how to conduct a Functional Behavior Assessment and develop a Positive Behavior Support Plan for students who demonstrate challenging behavior that impedes their learning or that of others. - Staff will be trained in Non-Violent Crisis Prevention and Intervention as a means to encourage positive behavioral outcomes for students who exhibit challenging behaviors.
Person Responsible	Kate Parker
Start Date	9/1/2014
End Date	9/1/2017
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	8.0
# of Sessions	4
# of Participants Per Session	25
Provider	IU Staff
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers,	Increases the educator's teaching skills based on research on

school counselors and education specialists	effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom student assessment data Participant survey will be used during Year 1 to assist in identifying professional development needs. During subsequent years, classroom assessment data, e.g., data regarding student behavior in the classroom, will be used to gauge effectiveness of the professional development.

Paraprofessional

Description	In accordance with Chapter 14 regulations all of our paraprofessionals have completed at least 2 years of postsecondary study OR possess an associate degree or higher OR have met a rigorous standard of quality as demonstrated through the Pennsylvania's Paraprofessional Credential of Competency; 10
--------------------	--

Standards.

Each of our paraprofessionals is given a professional development calendar for the current school year. Tredyffrin/Easttown School District provides evidence of 20 + hours annually of staff development activities related to the paraprofessional's assignment.

Professional development occurs in multiple settings and formats. The majority of the activities occur in large group formats and we attempt to group paraeducators by level (elementary, middle, high) whenever possible. In addition, targeted staff development may occur around specific techniques, e.g., implementation of intensive teaching or ABA based methods in an Autistic Support program.

Topics during the life of this plan will include the following:

- Foundations of Special Education
- Disability Awareness
- Instructional Strategies
- Behavior Management
- Effective Communication
- Instructional Planning
- Assessment of Student Achievement, Progress Monitoring
- Professional and Ethical Practices, including Confidentiality
- Collaboration with Staff
- Strategies to Promote Achievement in Reading, Written Expression and/or Mathematics
- Prompting & Fading Supports
- Promoting a Positive Environment
- Assistive Technology
- Positive Thinking
- Instructional Practices that Support IEP Implementation

	<ul style="list-style-type: none"> • Understanding Autism Spectrum Disorders • Working with Students with More Involved Needs
Person Responsible	Lisa Snyder
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	21
# of Participants Per Session	5
Provider	School district, CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)

	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Reviewing of staff development activities, discussion of implementation of previously learned strategies.
Evaluation Methods	Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans Participant survey will be used each year to gain feedback from paraeducators regarding topics. In addition, student progress monitoring data reflecting achievement impacted by the paraeducators will be analyzed to gauge effectiveness of the professional development.

Reading NCLB #1

Description	<p>Special Education Teachers who instruct students in the area of Reading will participate in staff development opportunities to build capacity for instructing students in all elements of Reading including Phonemic Awareness, Phonics, Decoding, Encoding, Fluency, Vocabulary and Comprehension.</p> <p>Specific Evidenced Based programs utilized and encompassed by these trainings include:</p> <ul style="list-style-type: none"> - Wilson Reading Reading System - Wilson Foundations - Seeing Stars - Intervention by Design - Literacy by Design - Rewards and Rewards Plus
Person Responsible	Kate Parker
Start Date	7/1/2014
End Date	6/30/2017

Program Area(s)	Special Education
------------------------	-------------------

Professional Development Details

Hours Per Session	4.0
# of Sessions	4
# of Participants Per Session	10
Provider	Reading Specialist-CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	Series of Workshops
Participant Roles	Classroom teachers
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Student progress monitoring data will be analyzed as part of the professional development; this will occur each year of the plan. The classroom observation model will occur each year. During Year 1 participants will be surveyed to assist in planning future professional development.</p>

Transition

Description	<p>Special education teachers who work with students in grades 7-12 will participate in staff development activities designed to increase their capacity to meet both procedural and substantive requirements regarding post-secondary transition.</p> <p>Topics will include:</p> <ol style="list-style-type: none"> 1. Development and ongoing refinement of post-secondary road map to guide IEP teams in making decisions about assessments, services, activities and goals. 2. Development and ongoing refinement of transition-oriented transition curricular offerings within special education, e.g., a high school course for students on a college path that develops self-advocacy skills. 3. Ensuring IEPs are aligned with relevant regulations and requirements from Chapter 14, case law, and other sources.
Person Responsible	Chris Groppe
Start Date	7/1/2014
End Date	6/30/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	6
# of Participants Per Session	9
Provider	School district, CCIU
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	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	Series of Workshops
Participant Roles	Classroom teachers School counselors Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Participant survey Review of written reports summarizing instructional activity During Year 1, all participants will be surveyed regarding the professional development. Parents will be given access to surveys after

	<p>each of the professional development opportunities. School staff will be surveyed regarding their use of practices each year. In addition, during Years 2 and 3, school staff will provide information that will result in a written summary of activity for their respective building.</p>
--	--

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.

Affirmed by Kevin Buraks on 5/1/2014

Board President

Affirmed by Daniel Waters on 4/30/2014

Chief School Administrator