Methacton SD

Special Education Plan Report

07/01/2014 - 06/30/2017

District Profile

Demographics

1001 Kriebel Mill Rd
Eagleville, PA 19403
(610)489-5000
Superintendent: Dr. David Zerbe
Director of Special Education: Michael Murphy

Planning Committee

Name	Role
Dr. Susan Angstadt	Administrator
Mary Byrnes	Parent
Lorraine Cherashore	Parent
Robert Corcoran	Elementary School Teacher - Regular Education
Danielle Fowlston	Secondary School Teacher - Special Education
Jennifer Johnson	Ed Specialist - Home and School Visitor
Dr. Michael Murphy	Administrator
Geraldine Ryan-Washington	Administrator

Core Foundations

Special Education

Special Education Students
Total students identified: 759

Identification Method

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

Identifying a student for a learning disability is a process that generally begins with a school-based team meeting where specific area of difficulty is discussed. Often, parents initiate an evaluation by requesting an evaluation through a letter to the principal. These requests are considered by the same team that meets to discuss teacher-initiated referrals. The classroom teacher presents scores from curriculum based assessments and the reading and/or math specialist adds test information from district assessments (DIBLES, 4-Sight, Star, Daze, and tri-annual math inventory) as appropriate for that student's area of difficulty. Strategies are then discussed that are implemented for approximately thirty days. The student's progress continues to be monitored. If the student continues to have difficulty after the implementation of the strategies, another team meeting is held and new strategies may be developed or the child may be referred for a psycho-educational evaluation. If a child is referred for evaluation, a permission to evaluate form is sent to the parents and must be signed prior to the completion of any formal testing by the psychologist.
The psycho-educational evaluation generally consists of cognitive ability, academic achievement, perceptual, communication, emotional and behavioral assessments. The school psychologist does the bulk of the testing. A speech and language screening is generally completed by the speech therapist, and an occupational therapy screening may also be completed if the students displays sensory or fine motor needs. Parent information is also obtained. In order to determine if a student has a specific learning disability, a significant discrepancy must be evident between the student's ability and academic achievement in one or more of the following areas of functioning: basic reading, reading comprehension, reading fluency, math problem solving, math computations, written expression, oral expression, and/or listening comprehension. The psychologist considers scores from curriculum based assessments and national normed assessments to make this determination. The psychologist must also rule out other possible factors that could be contributing to the student's lower performance. These include emotional, behavioral, and/or physical factors; English language proficiency; and prior school experiences. The comprehensive Evaluation Report is completed by the psychologist that includes all of the above information and makes a determination of the specific learning disability.

_____ _____ _____ _____

Board President   **Date**   **Superintendent**   **Date**

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 Penn Data website. You can view your most recent report. The link is: http://penndata.hbg.psu.edu/BSEReports

Not Significantly Disproportionate

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?

The Montgomery County Intermediate Unit serves as LEA for this facility and ensures that students are receiving FAPE in the Least Restrictive Environment.
In addition, the SD attends monthly meetings with the MCIU to discuss our 1306 child find obligations and monitor any 1306 students that transfer into the facility with an IEP. It should be noted that the students placed at St. Gabrielle's Hall are court ordered and therefore, required to be educated at the residential facility.

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 Methacton School District is the host district for a county prison program located within its boundaries. The Montgomery County Correctional Facility Educational Program, provided by the Montgomery County Intermediate Unit, is overseen by the district's director of pupil services and supported by other school districts liaisons (school psychologists, clerical, Supervisor of Special Education) as assigned. The district works collaboratively with parents, other school districts, Youth Detention Services, Juvenile Probation, Child and Youth Services, and other mental health agencies to monitor and enhance the programs being provided to students.
A free appropriate public education (FAPE) is provided to all eligible incarcerated school age students via the MCIU's on-site classroom program. School district personnel (Secondary Supervisor of Special Education) serve as the local education agency (LEA) representative, participating in IEP and other special education meetings as needed.
In addition, school age students placed in the prison facility will be referred for a psycho-educational evaluation, if this is deemed necessary. If the student is found to be eligible for special education services and supports through the evaluation process, an IEP will be developed by members of the IEP team.

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.

In compliance with Part 300 of the Individuals with Disabilities Education Act (Federal Regulations and PA Chapter 14 Special Education State Regulations), the Methacton School District provides each student identified with a disability, without discrimination, an equal opportunity to participate and obtain an education in the least restrictive environment with the provision of supplementary aids and services and to participate in extracurricular activities to the maximum extent appropriate considering each student's specific needs and abilities.

The district ensures maximum integration by discussing and addressing the individual needs of our students when developing an individualized education program (IEP). During IEP meetings, team members discuss the student's strengths and determine ways for the student to be educated with non-disabled peers in the regular education environment. In addition, potential barriers are considered in conjunction with the types of supplementary aids and services that will be required for the student to meet with success within that environment. While the district supports inclusive practices, it also recognizes that this decision needs to be based upon the individual needs of the student, and the extent to which it is appropriate for that student.

Since the submission of the district's last special education plan in 2011, we have focused on decreasing the number of students being served in out-of-district placements. According to our 2012-2013 Penn Data Report, this percentage is 2.7% of our special education population. Additionally, the district is continuing to improve the percentage of students include in the regular education environment more than 80% of their day. The 2012-2013 Penn Data Report shows this educational environment is serving 52.1% our special education population. During the 2013-2014 school year, the district has partnered with the Montgomery County Intermediate Unit (MCIU) to conduct building-based facilitated self-assessments to gain more specific information about our professional development needs. Once all of the building-based self-assessments are completed, the district will develop a comprehensive training plan to further support our commitment to improving our LRE percentages.

The district offers all levels of support (itinerant, supplemental, and full-time), and it should be noted that many of our students at the secondary level are included in regular education classrooms (itinerant level of support) in co-taught classroom, if needed. At the elementary level, students

participate and are included in regular education for academic subjects, specials (art, gym, music, and library), homerooms, and attend lunch, recess, and other activities (assemblies, field trips, etc…) with non-disabled peers. Although the district still provides some of our students with supplemental support for ELA and mathematics using a pull-out program, this placement decision is determined by the IEP team. The district also provides special education supports and services within the regular education classroom environment for science and social studies at the elementary level.

At the secondary level, a co-teaching model has been used for core curricular areas since the 2010-2011 school year so more of our students are able to participate and succeed in the regular education environment. Additionally, research-based reading programs have also been implemented (READ 180 & Wilson) at the secondary level to support our students who struggles with reading and writing. This includes, but is not limited to, those with literacy difficulties, learning disabilities such as dyslexia, mild visual impairments, and where English is a second language.

At the elementary level, supplemental research-based reading and math programs are being used in conjunction with the general education curriculum to support our students who need more repetition and skill practice. These research-based program focus on differentiated instruction and guided reading practice which allow more opportunities for students with disabilities to be included in the regular education classroom. The district's related service providers, such as occupational therapy, physical therapy, speech, and hearing/vision support, are also using an integrated approach, whenever possible. They are focusing on ways to enhance access to the general education curriculum while supporting instruction and minimizing the amount of time a student needs to be removed from the regular education classroom.

The district continues to offer trainings and workshops related to student need. These workshops and trainings focus on Inclusive Practices, RtII Implementation, Guided Reading, Differentiated Instruction, and Positive Behavior Support. These topics will continue to be addressed over the course of the next three years to enhance the knowledge and skill level of our administrative and professional staff. Other topics, such as, disability awareness, special education law, Dimensions of Learning, and teacher effectiveness will also be addressed during the next three years by utilizing the site-based training, consultation, and technical assistance opportunities available through PDE/PaTTAN and the Montgomery County Intermediate Unit.

Both elementary and secondary special education teachers meet with their special education supervisor to discuss ways to ensure maximum integration within their buildings at regularly schedule staff meetings. The special education supervisors also communicate with their building principals about ways to improve the district's LRE percentage and enhance Inclusive Practices. Some of the Supplementary Aids and Services used in the district include the following:

Service/Resource	Description
ABA Supports and Consultative Services	Applied Behavior Analysis consultations and in-school support are provided to assist students generalize skills to the school environment.
Behavioral Analysis and Specialist Support	Behavior Analysts (BCBA) or Behavior Specialist provide consultations and/or conduct Functional Behavioral Assessments to support students with significant behavioral needs.
Books on CD & MP3 - Online Text Resources	All Content Areas
Co-Teaching	General Education
Differentiation of Instruction	General Education, Special Education
FM Systems (Individual, Classroom)	All Environments
Implementation of Specially Designed Instruction	All Environments (General & Special Education)
Instructional Assistants	Our instructional assistants provide support to students and teachers in both the General Education & Special Education classrooms.
Montgomery County Intermediate Unit - IU 23	Provides services, such as functional behavioral assessments, itinerant hearing and vision support, early intervention, assistive technology device trainings, SETT facilitation, transition/job coaching services.
Personal Care Aides (1:1)	Personal Care Aides provide redirection and behavioral support to students who require one-on-one assistance in general education, special education, and/or other environments in the school.
ABA-trained Aides	ABA-trained Aides provide behavioral support and implement Positive Behavior Support Plans for students who require one-on-one assistance in general education, special education, and/or other environments in the school.
Positive Behavior Support Plans	PBSP are developed for students who demonstrate behaviors that impede his/her learning and/or that of others. The plans include a detailed crisis plan in case of an emergency. PBSP are developed using the data from FBAs.
SETT Meetings & Assistive Technology	SETT meetings are held for all students who may require assistive technology devices. The purpose of the SETT meeting is to determine if other low-tech strategies and devices should be considered and/or to trial a particular AT device prior to purchase it.
Use of technology and software	Technology (laptops, IPADS, and software programs) are used to help students with disabilities access the general education curriculum and/or to provide opportunities for retention/repetition, drill & practice, and skill development.

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.

Special education students who demonstrate behaviors that impede his/her learning and that of others are required to have positive behavior intervention plans incorporated into their IEPs. Positive Behavior Support Plans are developed based upon a functional behavioral assessment and the data that is collected throughout a multiple step process over a period of time. The IEP team gathers the most accurate picture possible of the behavior(s) impeding the student's learning and/or that of others. After the data has been gathered, it is analyzed by the IEP team to determine what the perceived functions of the behavior are and efforts are made to identify the setting events and the antecedents that cause and/or contribute to the demonstration of these behaviors. Students with positive behavior support plans (PBSPs) are included to the maximum extent appropriate in the regular education classroom environment, as determined by the IEP team.

Since May 2008, the district has been developing comprehensive positive behavioral support plans (PBSP) for students with significant behaviors. Unlike a behavior intervention plan (BIP) which only addresses the student's behavior, a PBSP is more comprehensive and looks at the "bigger picture" across all environments. The plan is an ongoing problem-solving process that describes how specific environments may be modified, what and how skills will be taught, and how individuals will respond to both positive and problematic behaviors. Another key feature of a PBSP is to identify strategies and interventions that will be successful and are likely to be maintained over time in order to reduce the identified problematic behavior(s) while providing the student with opportunities to exercise choice, learn self-regulation skills, experiences academic success, and engage in positive social interactions.

Additionally, the PBSP includes a crisis prevention component aimed to reduce the possibility of serious injury to the student and/or the individuals in close proximity to the student. The crisis plan provides teachers and/or staff with clear guidelines for interrupting and managing dangerous behavior. It also provides a clear description of what a crisis situation looks like, the types of behaviors that warrant the use of this component, specific intervention procedures, and clear, concise guidelines for ending intrusive behaviors. These guidelines can include procedures, such as passive restraint or protective equipment. Information is also included on how to document and report episodes requiring the use of this passive restraint, evaluation procedures, and training/support information for staff.

Another component of the PBSP is a description of the evaluation and measurement procedures that will be used to determine the effectiveness of the strategies and interventions being implemented to reduce, prevent, or make inconsequential the problematic behavior(s) identified.

When the PBSP is developed, training for all school personnel who interact directly with the student,

as well as their parents or guardians, is included in the plan so the document can be implemented properly.

Providing a positive, proactive approach to addressing problematic behaviors is the primary goal of our district. This approach has allowed us to provide supports and services for many of our students in their home school; as evidenced by the decrease in the number of students being served in out-of-district placements. Furthermore, the district use of a positive, pro-active approach to addressing problematic behaviors has allowed many of our students with behavioral issues to be educated in the least restrictive environment.

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 district truly is not having difficulty ensuring FAPE for all of our resident students. We offer a continuum of services for all exceptionalities and place very few students out of district. We have added autistic support programs at the elementary and secondary levels in an effort to effectively program for the increasing number of students identified with an autism spectrum disorder. We enhanced our emotional support programming at the elementary level by providing supports within each home school. We have expanded our co-teaching opportunities at the secondary level in an effort to program more effectively within the least restrictive environment. If we were to experience an issue with hard to place students at any time we would work with the local CASSP Team and/or with the Montgomery County Intermediate Unit.

The first paragraph spoke to the areas we successfully added as the result of identifying gaps in our programming. We are self-sufficient and have not required many services as the result of interagency collaboration. We do work with the Montgomery County Intermediate Unit providing services for some of our students who are in low incidence populations. Students identified with emotional support needs that are outside the scope of district programs are temporarily placed into local alternative education programs. In addition, we partner with several agencies to provide therapies for students such as: ABA training and services for children with autism, OT, PT, emotional support and a small amount of speech. These services are designed to meet the needs of all of our students in district.

We are currently undergoing a district-wide needs assessment around the concept of LRE as the result of Compliance Monitoring that occurred last school year. The results of this needs assessment will likely cause an expansion of services planned on behalf of our students with disabilities.

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.

The district continually evaluates our special education programs, services, and supports in response to the growing special education population to ensure that we are able to meet the diverse needs of our students. The district uses its comprehensive data bank (RtII Data, Performance Tracker, and Pennsylvania Value-Added Assessment System) and progress monitoring tools (AimsWeb, Curriculum-Based Assessments) to assess student growth and determine ways to improve our instructional practice.

The district provides a continuum of programs and various types of supports to meet the individual needs of our students. In addition, the district continues to promote the use of inclusive practices to ensure students with disabilities are educated in the least restrictive environment (LRE) with the appropriate supplementary aids and supports.

Continuum of Programs Includes:

- Autistic Support K-12

- Emotional Support K-12

- Learning Support K-12

- Life Skills Support 5-12*

- Speech & Language Support K-12

*Note: The district currently does not have any students in grades K-4 that require this type of support.

Autistic Support Program: The district continues to expand its Autistic Support (AS) program in order to support the increasing number of students identified with Autism. In addition, the district is constantly evaluating the AS program at each level (Elementary, Upper Elementary, Middle School, & High School) to determine how we can further enhance our instructional practices to meet the diverse needs of this student population. The district has focused on providing quality instruction to improve all aspects of learning (academic, behavioral, and social) and develop/support each student's functional performance. The autistic support programs at each level include opportunities for our students to participate in general education classrooms (to the maximum extent appropriate) on a daily basis so they can interact with typical peers during homeroom, content-area instruction, and specials (art, library, music, and physical education) and extra-curricular activities. Related services (speech, occupational therapy, and physical therapy) are provided using an integrated approach whenever possible. The district also works collaboratively with ABA home-based service providers and behavioral specialists. In the 2011-2012 school year, the district also implemented Verbal Behavior (VB) and ABA services at the elementary level to target the instructional and behavioral needs of our students. The addition of VB and ABA supports, including the use of Teachtown (an ABA web-based program), has proven to be very beneficial.

Emotional Support Program: The district implements plans to provide FAPE in the student's home school, whenever possible. Additionally, the district has developed and trained an emotional support team at the elementary and upper elementary level so they could provide supports and services to this population of students in their home school, thus eliminating the need for the student to change school/placement in order to receive support. Being an integral part of the learning community has helped to foster the social/emotional growth of our students with emotional disabilities.

At the secondary level, emotional support services are built into the student's schedule when this is deemed necessary by the IEP team. The secondary core emotional support consists of special education teachers, instructional assistants, and emotional support counselors. Other members of the team include the special education supervisor, school psychologists, and the district's home and school visitor. The team is responsible for observing students, collecting data, conducting functional behavior assessments (FBAs), writing and implementing positive behavioral support plans (PBSP), providing support and training to regular and special education staff, conducting group counseling sessions, teaching and facilitating social skill activities, and serving as a crisis team in the event of an emergency. All members of the core emotional support team will receive extensive training on positive and proactive behavioral interventions, CPI, and de-escalation techniques. The district has also had several other key personnel trained in CPI techniques in order to provide a more comprehensive approach to implementing Positive Behavior Support Plans with consistency.

Learning Support Program: In an effort to improve LRE and ensure maximum integration of students with disabilities, the district has embraced a co-teaching model at the secondary level (high school). The upper elementary school will be implementing a pilot program for co-teaching in 2014-2015 in order to address the learning needs of students, as well as to improve the LRE in that school. We have reduce the number of supplemental learning support classrooms at the secondary level have been reduced, many of our students with learning disabilities are included in general education classes with supplementary aids and services, as a result of the co-teaching model. In addition, secondary students with learning disabilities are provided support in our learning labs that are staffed by regular and special education teachers and instructional assistants.

At the elementary level, more students with learning disabilities are being included in the general education classroom with supplementary aids and services so they can interact with their non-disabled peers and benefit from the richness of the instruction and class discussions. The current structure of our elementary supplemental learning support program consists of multi-grade (Grades K-2 & Grades 3-4) classrooms. If the IEP team recommends direct instruction for Language Arts or Math, efforts are made to minimize the amount of time a student is "pulled" from the regular education classroom.

Life Skills Support Program: The district continues to develop its Life Skills Support program which currently supports students in grades 5-12. The program features a framework that focuses on 5 domain areas: academics, vocational, communications, functional skills and social/emotional development. Within each of these domain areas, there are sub-categories that target specific concepts/skills. The student's educational program is aligned to his/her post-desired school outcomes. Instruction is provided following a hierarchy of concepts and skills development that promote mastery and help each student maximize his/her potential. The district works collaboratively with the Montgomery County Intermediate Unit (MCIU) and other providers when deemed necessary by the student's IEP team to coordinate transition services. This includes teaching vocational and job readiness skills, providing job coaching experiences, and securing employment opportunities for our senior high school students.

Speech & Language Support: The district employs eight full-time speech therapists to serve our students who require speech and language support services. This support is provided using a variety of delivery models: pull-out programs, push-in support, or an integrated service delivery approach. The level, type, and frequency of support are determined by the IEP Team. In addition to these supports, the district offers a Communications Program at the elementary level. This program provides support to students with intensive language/communication and learning needs. The program was originally offered to students in grades K-2; however, the program was expanded at the beginning of the 2013-2014 school year for students in Grades 3-4.

Other strengths and highlights of the special education programs and services in Methacton School District include:

Strengths & Highlights:	Description:
Technology Use and Data Management	"Parent Portal" technology application so that parents can easily access student grade information, contact teachers, check homework requirements, class projects, class averages, etc. Use of IEPWriter, a password protected special education network so that special education teachers, regular education teachers, principals, and counselors with a legitimate need have access to a student's IEP, including transition and behavior support interventions. The district also uses AIMSWeb as a progressing monitoring tool in grades K-12. The district uses Performance Tracker and PVAAS to analyzing student performance and growth data to target specific areas of need (district-wide and individual). On-going Analysis and Monitoring of Disciplinary and Suspension Data Monthly monitoring of compliance-related issues, such as case loads, time lines of evaluations and reevaluations, IEPs, and Penn Data/PIMS reporting.
Data Collection	The district adopted several assessment tools to collect benchmark data on each student throughout the school year: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR reader, Core Phonics, 4Sight testing, GRADE, GMADE, & (include secondary assessments here). At the elementary level, the district continues with the development, training and implementation of the Response to Instruction and Intervention (RTII Model) to provide tier

	leveled instruction and on-going data collection, analysis, and progress monitoring of student performance.

Analyzing Performance Tracker & PVAAS data to ensure students are making progress toward their goals. |
| Behavioral Support Interventions | A school-wide anti-bullying program is implemented at the elementary level. At the secondary level, programs such as Character Counts, etc…. are implemented to support the social/emotional growth of our students.

The district contracts with the Lincoln Center for Emotional Support Counselors who meet with students for individual or group therapy sessions on a weekly basis (or as delineated in the student's IEP).

The district contracts with several ABA-agencies and/or Board-Certified Behavioral Analysts to conduct FBAs, provide consultative support for staff, and offer suggestions/recommendations to the IEP team. |
| Instructional Support Interventions | Although the district offers a half-day kindergarten program, the IEP team will offer a full-day program kindergarten program if it needed to provide FAPE for the student.

Support is available for students receiving special education services all day long. In grades K-8, a teacher is available to offer support throughout the school day. In grades 9-12, additional support is provided through learning labs that are staffed by regular and special education teachers and instructional assistance.

Researched and evidence-based supplemental programs are available to support students in the areas of reading and math. These programs included: Fundations, Reading Horizons, Rave-O, Read Naturally, Wilson, READ180, Edmark, SRA Specific Skill Builders, Corrective Reading, Reading Mastery, Number Worlds, Connecting Math Concepts, Saxon Math, Teachtown, and Study Island.

Community-Based Instruction (CBI) is provided for students in our AS and LSS programs to target daily living skills and to practice/generalize academic concepts and functional skills previously taught in a real-world setting. In addition, job coaching experiences are available for our secondary students who receive AS or LSS support. |

	Related services are provided to students, if needed, so they can access the general education curriculum and the school environment. Data teams meet on a regular basis to discuss the progress of individual students and evaluate the effectiveness of the instructional programs and interventions being used.
Transition Services & Supports	Collaboration with the Montgomery County Intermediate Unit (MCIU) during Early Intervention Transition Meetings so the appropriate evaluations and supports are provided to our incoming students as they enter school-age programs. Developing transition IEPs based on student's strengths, aptitudes, and interests — Utilizing Aptitude and Interest Inventories, and in accordance with Indicator 13 regulations. Teaching Self-Advocacy and Self-Determination Skills The district has developed a career pathway program to further support transition planning for our students with disabilities. The district collaborates with the MCIU, community service agencies, and linkage providers to address the student's needs upon graduating from high school. Job coaching and pre-vocational training is provided to students using several programs.
Paraprofessional Support	The district employs instructional assistants to support special education teachers and our students with disabilities. They provide in-classroom support as needed so our students can be included in the general education classroom and also help to reinforce concepts and skills previously taught. Personal Care Assistants (PCAs) or ABA-trained Aides are provided as necessary based on data collection and the recommendations and decisions of the IEP team. All of our district's paraprofessionals are highly qualified (many of them hold teaching certificates), and they obtain the 20 hours of professional development training each year per the requirements of PDE.
Parental Involvement	The district has maintained high levels of parent participation at IEP Meetings. In fact, the district's data

	currently reflects that 98% of parents are attending their child's IEP Meeting or other meetings held to discuss their child's progress and needs. The district encourages parents to volunteer in all of our schools/classrooms (K-12) so we can strengthen the home-school connection for our students. Recent Compliance Monitoring survey data indicates that a favorable response regarding the district's special education services and supports.
Extended School Year Services	The district offers/provides a variety of ESY programs for our students based on their specific needs and the recommendations of the IEP Team. Related Services Therapies are offered/provided during ESY if the IEP team has found the student to be eligible for these services. Emotional Support Counselors are available to support the social/emotional needs of our students.
Other Strengths	The district continues to provide professional development opportunities to the supervisors of special education, our special education teachers, pupil services clerical personnel, and our paraprofessionals. The district contracts with the MCIU to oversee our ACCESS billing so we can seek reimburse for allowable expenses. All monies received are used to support the district's special education programs and services. The district collaborates with the MCIU and other Approved Private Schools (APS) to determine if other programs are available for our students who require more intensive supports. If so, these placements are discussed with the IEP team and visits to these schools/classrooms are arranged prior to making any change in placement. The Director of Pupil Services and Supervisors of Special Education continue to conduct research to improve and enhance our special education programs, supports, and services. Frequent communication between district and building level administration further support our special education programs and the needs of our students.

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
St. Gabriel's Hall	Nonresident	Montgomery County Intermediate Unit	51
Montgomery County Prison	Incarcerated	Methacton School District	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Camphill Special School	Approved Private Schools	Life Skills Support	1
Davidson School	Approved Private Schools	Emotional Support/Autistic Support	1
Devereux/Kanner Center	Approved Private Schools	Emotional Support	1
Devereux/Maplton School	Approved Private Schools	Emotional Support	1
Lakeside School	Other	Emotional Support	2
Souderton School District/High School	Neighboring School Districts	Life Skills Support	1
The Academy Alternative School	Other	Emotional Support	3
Wordsworth Academy	Approved Private Schools	Emotional Support	1
Vanguard School	Approved Private Schools	Autistic Support	2
The Pathway School	Approved Private Schools	Emotional Support	3
Lincoln Academy	Approved Private Schools	Emotional Support	1
Springfield School District/High School	Neighboring School Districts	Multiple Disabilities	1
Child & Career Development Center	Special Education Centers	Multiple Disabilities	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
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

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

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	17	1

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	17	1

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	16	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	17	1

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

Program Position #9

Operator: School District

PROGRAM SEGMENTS

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

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 20	16	1
Justification: 20 year old student remaining for a 5th year							

Program Position #12

Operator: School District

PROGRAM SEGMENTS

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

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	18	1

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	18	1

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	17 to 21	4	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton 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	15 to 17	10	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Methacton High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	9	1

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

Program Position #20
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	16	1

Program Position #21
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	1

Program Position #22
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate 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	13	1

Program Position #23
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	1

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	15	1

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	15	1

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	14	1

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	6	1

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arcola Intermediate 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	13 to 15	8	1

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	7	1

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	7	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	9	1

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 11	4	1

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	8	1

Program Position #35

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	13	1

Program Position #36

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	15	1

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	9	1

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	1

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper 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	12 to 13	6	1

Program Position #40

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Skyview Upper Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	5	1

Program Position #41

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	8	1

Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	1

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead 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	6	1

Program Position #44

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead 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	5	1

Program Position #45

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead 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 12	8	1

Program Position #46

Operator: School District

PROGRAM SEGMENTS

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

Program Position #47

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Audubon 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	5 to 8	8	1

Program Position #48

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Audubon 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 12	14	1

Program Position #49

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	5	1

Program Position #50

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville 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	5 to 8	13	1

Program Position #51

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville 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 12	18	1

Program Position #52

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 9	5	1

Program Position #53

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	4	1

Program Position #54

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland 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	5 to 8	7	1

Program Position #55

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland 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 12	14	1

Program Position #56

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland 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 #57

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Worcester 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	5 to 8	8	1

Program Position #58

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Worcester 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 12	14	1

Program Position #59

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Arrowhead Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	5	0.5
Audubon Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	9	0.5

Program Position #60

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eagleville Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	6	0.5
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	6	0.5

Program Position #61

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Woodland Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	4	0.25
Worcester Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	7	0.75

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District-Wide/Elementary	1
Supervisor of Special Education	District Wide/Secondary	1
Certified School Psychologist	District Wide	4
Instructional Assistants	Elementary Level	20
Instructional Assistants	Secondary Level	31
Personal Care Aides	Elementary Level	17
Personal Care Aides	Secondary Level	10
Home and School Visitor	District-Wide	1
Director of Pupil Services	District Wide	1
Occupational Therapist	Elementary Level	1
Speech and Language Therapist	District Wide	8

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Pediatric Therapeutic Services (OT Services)	Outside Contractor	5 Days
Pediatric Therapeutic Services (PT Services)	Outside Contractor	3 Days
Therapy Source - Contracted	Outside Contractor	3 Days

Speech Services		
Abington Speech Services - Contracted Speech Services	Outside Contractor	2 Days
Connecting the Pieces - ABA Services	Outside Contractor	5 Days
Behavioral Interventions - ABA Services	Outside Contractor	5 Days
Educational Alternatives - ABA Services	Outside Contractor	5 Days
The Lincoln Center - ES Counselors	Outside Contractor	5 Days
The Lincoln Center - ES Counselors	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Staff members and Related Service Providers will participate in autistic-related trainings, such as social skills, positive behavior plans support, self-regulation skills, and instructional methodologies. Evidence of the knowledge and skills acquired will be reflected in the percentage of improvement in student achievement, growth, and progress toward individual goals, as measured by progress monitoring probes and curriculum-based assessments.
Person Responsible	Director of Pupil Services
Start Date	7/1/2014
End Date	7/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	25
Provider	Methacton School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	2014-2015: The projected percentage of student improvement will increase by 10% from basic & below basic to proficient/advance in Math at the elementary level and 12% in Reading. At the secondary level, the projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math and 10% in Reading

2015-2016: The projected percentage of student improvement will increase by 12% from basic & below basic to proficient/advance in Math at the elementary level and 15% in Reading. At the secondary level, the projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math and 12% in Reading.

2016-2017: The projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math at the elementary level and 15% in Reading. At the secondary level, the projected percentage of student |

	improvement will increase by 15% from basic & below basic to proficient/advance in Math and 15% in Reading. 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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff 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 Joint planning period activities
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

Behavior Support

Description	Special education students who demonstrate behaviors that impede his/her learning and that of others are required to have positive behavior support plans incorporated into their IEPs. Positive behavior support plans are developed based from a functional behavioral assessment and the collected data. The data is collected through various modalities and over a period of time. The IEP team attempts to obtain the most accurate picture of the behavior that is impeding learning. Once the data has been analyzed, by the IEP team the perceived functions of the behavior and antecedents are identified. Students with PBSPs are included to the maximum extent appropriate in the regular education environment as determined by the IEP team. In May 2008 the district began the development of a comprehensive positive behavioral support plans for students with significant behavioral concerns. The PBSP focuses on all environments that the student is in throughout the day, is an ongoing problem solving process that identifies specific modifications to environments, how skills will be taught, and how individuals will respond to both positive and problematic behaviors. The PBSP works to identify strategies and interventions that are likely to be maintained over time to reduce the problematic behavior (s) simultaneously providing the student with opportunities for choice, gaining self-regulation skills, academic success and engaging in positive social interactions.

	The PBSP also includes a crisis prevention piece that is aimed to reduce the possibility of serious injury to the student and / or others. The plan provides a clear description of what a crisis situation looks like, potential behaviors that would lead to the implementation of the crisis prevention component, information on reporting such an incident, evaluation procedures, training and support information for staff. The plan also includes and evaluation/measurement procedure used to determine the effectiveness of included strategies and interventions for the identified problematic behaviors is utilized. All school personnel with direct interaction with the students, and parents are trained in the implementation of the plan to maximize success of the plan. The district continues to provide a positive proactive approach when addressing problematic behaviors. The district continues to provide the modality of approach to assure students with problematic behaviors can be educated in the least restrictive environment. Disciplinary Referrals 2014-2015-The number of student discipline referrals will decrease by 25%. The number of administrative suspensions will decrease by 25%. The number of expulsions will maintain at 0% 2015-2016-The number of student discipline referrals will decrease by 25%. The number of administrative suspensions will decrease by 25%. The number of expulsions will maintain at 0%. 2016-2017-The number of student discipline referrals will decrease by 25%. The number of administrative suspensions will decrease by 25%. The number of expulsions will maintain at 0%
Person Responsible	Director of Pupil Services
Start Date	7/1/2014
End Date	7/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per	15

Session	
Provider	Methacton School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	All staff members, related service providers and IEP team members will receive training on the development and implementation of Behavior Intervention Plans and Positive Behavioral Support Plans. Evidence of results will be reflected by noting a decrease in the student's problematic behaviors and an increase in the student's replacement behaviors that is monitored by data collection. Additionally there will be a decrease in the district's suspension and expulsion rate, as well as the number of disciplinary referrals.
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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
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. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Behavior Plan data collection

Paraprofessional

Description	
	The district provides opportunities for paraprofessionals to participate in 20 hours of focused trainings and workshops that are aligned to the competencies for paraprofessionals. The trainings are designed to increase skills and knowledge that care transferred and this information is put to use when interacting with our students. Paraprofessionals who provide services to students with disabilities are knowledgeable regarding research-based programs, strategies, and interventions designed to meet the individual needs of each student population. The district continues to expand and enhance the autistic and emotional support programs to meet the needs of the growing populations. Staff works collaboratively to integrate services and supports to assist student in learning how to incorporate and generalize skills across all school environments.

	Paraprofessionals are encouraged to participate in professional development opportunities that target specific skills such as social interactions, self-regulations techniques, instructional methodologies, and positive behavior support plans for the students they serve.
	2014-2015--LRE/Penn Data calculations will be verified a minimum of two times per/ year throughout the duration of this plan to ensure students are included to the maximum extent appropriate. The projected percentage of student improvement will increase by 10% from basic & below basic to proficient/advance in Math at the elementary level and 12% in Reading. At the secondary level, the projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math and 10% in Reading
	2015-2016: The district will continue to review data to ensure that students are included to the maximum extent appropriate as evidenced in the 2011-2012 school year. The projected percentage of student improvement will increase by 12% from basic & below basic to proficient/advance in Math at the elementary level and 15% in Reading. At the secondary level, the projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math and 12% in Reading.
	2016-2017: The district will continue to review data to ensure that students are included to the maximum extent appropriate as evidenced in the 2011-2012 school year. The projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math at the elementary level and 15% in Reading. At the secondary level, the projected percentage of student improvement will increase by 15% from basic & below basic to proficient/advance in Math and 15% in Reading.
	All special education paraprofessionals will complete trainings offered by the district, the Montgomery County Intermediate Unit, and/or PaTTAN. This will be evidenced by certification, portfolio hours obtained, by degree, or by state
Person Responsible	Director of Pupil Services
Start Date	7/1/2014
End Date	7/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	15
# of Participants Per Session	35
Provider	Methacton School District
Provider Type	School Entity

PDE Approved	No
Knowledge Gain	Students who receive special education services will participate in the general education curriculum with supplemental aids and services, and a highly qualified general education teacher, receive instruction in a special education classroom with adaptations and modifications to the general education curriculum and a highly qualified special education teacher or participate in the regular education classroom with both a highly qualified general and special education teacher.
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. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
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	Team development and sharing of content-area lesson

	implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Reading NCLB #1

Description	The district continues to address the needs of our students who score at the basic or below basic level in the area of reading. At the elementary level, a variety of assessments are being administered (DIBELS, CORE Phonics, STAR Reading, GRADE) to determine specific areas of need. In addition, RtII is currently being implemented in our elementary schools. Tier groups are delivering evidence-based interventions with fidelity so additional data points are obtained and instruction can be monitored. The district is also analyzing its core curriculum to determine areas of weakness and what, if any, instructional practices, need to be changed. At the secondary level, the district is implementing a tiered-approached: READ180, Systems 44, and Expert 21. In addition, the district has six Wilson-certified teachers on staff for students who need more intensive direct instruction. The district has also implemented an intensive reading class at the senior high school to support students with specific foundational skill deficits. In the area of math, the elementary schools are using Number Worlds as a supplemental prevention/intervention math program that aligns to our Everyday Math Curriculum. This program provides additional practice and repetition of specific skills using hands-on and computer-based activities. The supplemental program allows for flexible implementation of targeted instruction based on students' needs and is designed to help develop on-level mathematical proficiency. At the secondary level, students who scored at basic or below basic are provided with additional support in the curriculum support room, through research based intensive intervention math programs (Carnegie Math) or through our supplemental support classrooms. These students are also being instructed in co-taught math classes. The district is implementing a series of assessments to determine the instructional levels of our students, determine areas of skill deficits, and use this data to guide instruction for students who score basic or below basic in the area of reading.

	Evidence of Results: Improvement of 10% in grade level and total performance scores for students with IEPs during the 2014-2015 school year, 13% during the 2015-2016 school year, and 15% during the 2016-2017 school year (target 100% proficient)
Person Responsible	Director of Pupil Services
Start Date	7/1/2014
End Date	7/1/2017
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	5
# of Participants Per Session	25
Provider	Methacton School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The district is implementing a series of assessments to determine the instructional levels of our students, determine areas of skill deficits, and use this data to guide instruction for students who score basic or below basic in the area of reading.
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. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

leadership roles	Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional Other educational specialists
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Transition

Description	The district continues to supports students receiving special education services in meeting their graduation requirements. The district offers multiple

programs that are designed to encourage students throughout their secondary educational experience; assisting them to acquire vocational skills and supporting their academic, emotional, and social needs in order to enhance and promote success. Many of our students attend work experience programs that include job shadowing, co-op, job coaching, and employability skill enhancement experiences.

The district has placed a greater emphasis on the transition portion of the IEP in order to better prepare our students for their desired post-school outcomes. Included in the focus, but not limited to, is assessing students' aptitudes and interests, and having students become more active participants in the development of their IEP and transition plan. The IEP team actively supports students, working collaboratively with linkage providers, such as OVR and MHMR to attend transition IEP meetings. We have established community relationships through the MCIU in supporting employment experiences for our students. Additionally, we continue to establish a hierarchy of transitional activities that go well beyond the current requirements so our students have ample opportunities to acquire the necessary skills. Furthermore, interagency meetings are held for students and parents to review and discuss any additional post-secondary transition needs.

School counselors will continue to survey our graduates to determine if they were able to successfully make the transition to post-secondary placements and/or obtaining employment. At present, our 2013 graduation rate is 98.4%; which exceeds the state-wide graduation rate of 90%. Continued training and discussions will be provided on developing quality transition plans. Importance will be placed on providing contact information for community resources and agencies that can provide additional supports. The use of data-driven instructional practices and interventions designed to meet the individual needs of our students will enhance their success. Progressing monitoring will also allow special education teachers to determine if the student is making progress toward his/her goals, or if the IEP team needs to reconvene to revise the student's educational program.

Transition from Early Intervention to School Age Programs: The district works collaboratively with the Montgomery County Intermediate Unit to ensure a smooth transition from Early Intervention Programs to School-age programs. Transition meetings are conducted in our district (December — February) so we have an opportunity to discuss each child's current educational program and their related services. Parents/Guardians are asked to share their concerns about their child or the kindergarten program. The district conducts a review of records and/or an evaluation. Once the student is found to be eligible for

| | school- age special education services, an IEP is developed. The district's Early Intervention Transition team continues to monitor the student throughout the kindergarten school year to make certain that the initial IEP is appropriate and addresses the student's specific educational needs.

Dropout Rate:

The district will increase the graduation rate by 1.5% and decrease the dropout rate by .16% during the 2014-2015 school year.
The district will increase the graduation rate by 1.5% and decrease the dropout rate by .16% during the 2015-2016 school year.
The district will increase the graduation rate by 2.0% and decrease the dropout rate by .16% to zero during the 2016-2017 school year. |
|---|---|
| **Person Responsible** | Director of Pupil Services |
| **Start Date** | 8/18/2014 |
| **End Date** | 6/9/2017 |
| **Program Area(s)** | Special Education |

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	25
Provider	Methacton School District/MCIU
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adulthood.
Research & Best Practices Base	0
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 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	LEA Whole Group Presentation
Participant Roles	Classroom teachers Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

No signature has been provided

Board President

No signature has been provided

Chief School Administrator