Allentown City SD

Special Education Plan Report

07/01/2018 - 06/30/2021

District Profile

Demographics

31 S Penn Street
PO Box 328
Allentown, PA 18105-0328
484-765-4000
Superintendent: Thomas Parker
Director of Special Education: Brian Siket

Planning Committee

Name	Role
Karen Baurkot	Administrator : Special Education
Elizabeth Morales	Administrator : Special Education
Jennifer Ramos	Administrator : Special Education
Jacqulyn Scott	Administrator : Professional Education Special Education
Matthew Bronson	Ed Specialist - Other : Special Education
Stephanie Greczek	Ed Specialist - Other : Special Education
Melinda Lucas	Ed Specialist - Other : Special Education
Kerry Murgitroyde	Ed Specialist - Other : Special Education
Lourdes Sanchez	Ed Specialist - School Psychologist : Special Education
Laura Undercuffler	Elementary School Teacher - Special Education : Professional Education Special Education
Scott Glidden	High School Teacher - Special Education : Special Education
Danielle Leighton	High School Teacher - Special Education : Professional Education Special Education
Michael McMullen	Middle School Teacher - Special Education : Professional Education Special Education
Denise Almond	Parent : Professional Education Special Education
Andrea Wilson	Parent : Professional Education Special Education
Brian Siket	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students
Total students identified: 3297

Identification Method

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

Child Find

The District conducts various awareness activities to inform the public of special education services and programs. This information describes the manner in which to request an evaluation to determine if services and programs are appropriate. The District uses a variety of written formats to inform the public, including website notices, flyers, newspaper announcements, and posters. The CLIU also provides Child Find activities necessary to provide equitable participation regarding children with disabilities enrolled in private schools.

Identifying Students with Learning Disabilities

The Allentown School District uses the discrepancy model when identifying students with specific learning disabilities. The District shall conduct a full initial evaluation before the provisions of special education and related services may be provided. A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent and information related to enabling the student to be involved in and progress in the general curriculum. No single procedure is used as sole criterion for determining whether a student is a child with a disability and for determining the appropriate educational program for the student. A multidisciplinary evaluation (MDE) is conducted by a multidisciplinary team (MDT). The MDT is composed of a certified school psychologist, teacher, parent, and other relevant members of the evaluation team that could contribute to the evaluation process.
When determining whether a student meets the eligibility criteria of a specific learning disability (SLD), the team must determine if the student does not achieve adequately for the student's age or meet State-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, math calculation, and math problem solving. Students are provided with learning experiences and scientifically-based instruction appropriate for the student's age or State-approved grade level standards and level of English language proficiency. The team reports on the student's patterns of strengths and weaknesses in performance, achievement, or both, relative to the student age, standards and/or intellectual development. Instructional strategies used and the data collected regarding the student is described. Any relevant medical findings are described concerning the

student. The effects of student's environment, culture or economic background are also discussed within the report. Data demonstrating student performance prior to the referral or as part of the referral process is explained. Qualifications of personnel, who have delivered the instruction, including the English as a Second Language (ESL) program, if appropriate, are provided. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting progress during instruction is discussed and provided to the parent. Students are observed in the learning environment in which the student is demonstrating the academic difficulties. Notation regarding the relationship of the student's behavior and the academic functioning are noted. Prior to concluding the findings of the team, the evaluation report includes statements that rule-out how the findings of a specific learning disability is not primarily a result of visual, hearing, motor disabilities, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, and/or limited English proficiency. This comprehensive Evaluation Report (ER) is presented by the team to the parent with a determination if the student meets the eligibility requirements as a student with a specific learning disability.

The District maintains a focus on consistent implementation of a pre-referral or Child Study Team (CST) process to identify, develop, and implement education strategies and make teaching and/or environmental adjustments, as a preventative measure that can help eliminate inappropriate referrals for special education assessment. The District continues to refine, examine, and implement new universal screening tools. In any school, some students will experience learning and/or behavioral difficulties. However, not all of these students are disabled and require special education services. CST is not special education; it is a problem-solving process. This process is used for students prior to a referral for special education evaluation. It is also a system to assist teachers and other staff members in working effectively with students in the general education classroom. The pre-referral or CST process is intended to accomplish the following:

1. Define the student's difficulties, document classroom modifications and/or other strategies attempted to correct the problem(s) and the success of those activities.

2. Identify those students for whom regular education interventions, modifications and/or other strategies have been unsuccessful. (For these students the learning and/or other behavioral difficulty persists despite interventions and may require special education and related services).

Professional development will occur for the CST process which will include data collection, implementation of interventions, and time lines for referral if needed.

Enrollment

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

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

The state average of special education enrolled students is 16.5% (December 1, 2016). During the (3/6/2018 ASD System Data Pull/ compared to 10/1/2017 District verification) District average is reported as 20.3%.

At this current time there appears to be an over-representation of identified students when compared to the state average; however, Allentown's numbers are a reflection of current enrollment. The State's numbers are from 2 years ago. In addition, Allentown School District has an increasing trend of enrollments of District students in Cyber/ Charter School, thereby decreasing our overall general education student population.. The majority of the students leaving are from our general education population. In addition, students with identified special education needs are often the students not accepted into the Cyber/Charter Schools or those returning to the District because they are not successful with a minimum level of support.

The enrollment of special education students by disability category as compared to the State's overall numbers are represented in the chart below:

Disability Category	Allentown School District (3/6/2018 ASD System Data Pull)	State (12/1/2016)
Intellectual Disability (MR)	6.1%	6.5%
Hearing Impairment Including Deafness	1.4%	1.0%
Speech and Language Impairment	8.9%	14.7%
Visual Impairment including Blindness	.3%	.4%
Emotional Disturbance	8.2%	8.5%
Orthopedic Impairment	.27%	.2%
Other Health Impairment	16.2%	14.9%
Specific Learning Disability	43.1%	41.8%
Deaf-Blindness	0.0%	0.0%
Multiple Disabilities	1.7%	1.1%
Autism	12.5%	10.7%
Traumatic Brain Injury	.63%	.2%

There is one category that are not congruent with State percentages: Speech and Language Impairment.

There is -5.8% under-representation in the Speech and Language Impairment when comparing State numbers. There are three main contributing factors to the difference. First, within the District, Speech and Language is a secondary category for many of students, thereby reducing speech only identifications. In addition, the District has a trend of increasing enrollment within Cyber/ Charter Schools beginning in upon entrance in Kindergarten and continuing in the primary grades. Since this category is concentrated with primary age students, a reduction in students. Finally, Allentown has a high population of second language learners. These students require time to acquire English skills and language skills in general. There is an established speech screening process within the district that ensures that possible needs are addressed.

The enrollment of special education students as compared to the District's overall race/ethnicity are represented in the chart below:

Race/ Ethnicity	Special Education (3/6/2018 ASD System Data Pull)	LEA (10/1/2017)
American Indian/ Alaska Native	.2%	.15%
Asian	.4%	1.27%
Black or African American	15.1%	14.5%
Hispanic	69.8%	70.9%
Multiracial	3.1%	3.11%
Native Hawaiian/ Other Pacific Islander	.2%	.14%
White	11.3%	9.93%

The district shows no discrepancy in enrollment in special education based on ethnicity

 For the 12/1/2017 data submission, Allentown School District encountered multiple data errors that prevented student records from counting in the overall numbers. The District had about 433 student decrease in the overall count of identified students for the official reporting number. When using current district data, there is actually about a 400 student in increase in number of special education students currently served. In order to address the discrepancy, the district holding training with the secretaries, facilitators, and teachers on data input in the system. In addition, beginning February 2018, the Special education began bi-monthly compliance data pulls. Information is reviewed by the facilitators and building level administrators to proactively review data.

For this reason, a current data pull was chosen as the information to be used for the current plan.

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?

1306 Obligation

The Allentown District is the host district for four 1306 institutional facilities: Firely Home for Chronically Ill Children, Good Shepherd Rehabilitation Facility, Step by Step Group Home, and

Community Options Inc. All students residing within these facilities are educated within the programming of the Allentown School District continuum of services.

Assurance of LRE/ FAPE

Upon entrance into one of the institutions above, a new student is registered at the appropriate neighborhood school (Elementary, Middle or High School) within 5 business days. All relevant educational records are reviewed or requested from the previous school district. If the student is an identified special education student, all documents are reviewed by one of the Allentown School District's special education facilitators to determine appropriate comparable programming. Once programming is decided, the IEP team then determines the appropriate supports and services needed in the least restrictive environment for the student. Any changes/ revisions to the IEP are then made at that time. All current information from any medical teams are considered. Parents are invited to be part of all IEP team decisions and meetings.

If a regular education student is thought to be eligible for services, permission for evaluation is sought from the student's parent/guardian. All special education procedures and time lines are followed consistent with special education regulations throughout the process. A special consideration for evaluation is given to all students who had been receiving Early Intervention services and are now transitioning into School Age services or have under gone a recent medical crisis that has fundamentally altered the student's basic everyday functioning,

Barriers

There are no major barriers that prevent the student from enrolling in the Allentown School District. On occasion, obtaining student records or gaining parental permission may be difficult. The District then uses all available resources, including the respective institution staff members, to reach the parent/guardian to secure all necessary permission.

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 Allentown School District provides special education for students with IEPs incarcerated within the Lehigh County prison. The facility within the Allentown School District's geographic boundaries, therefore it is the responsibility of this LEA to provide education for all students who are incarcerated in this facility. This program includes a full time special education teacher who is highly qualified and .25 FTE of a secretary that assists in maintaining records and corresponding with the students' home districts and PDE.

Students eligible for special education services are provided an education program through the 21st year of age. All required programs and related services are provided on-site at the Incarcerated Youth Program (IYP). Special provisions are provided for the juveniles (those students ages 15-17) incarcerated within this adult facility. This age band is educated as a separate group, during a separate time frame, from those students aged 18 and older.

Students' transcripts are collected from all previous facilities or school districts the students may have attended and a graduation plan is developed for the students. For students for whom graduation is appropriate, the Allentown School District, with credit verification, will issue a high school diploma to students who have successfully completed their program.

Child Find

The students are placed in the Lehigh County Prison (LCP) either awaiting trial or having been sentenced and will remain at LCP for the duration of the sentence or will remain at this facility until they are sent to another facility. In a collaborative effort with LCP, the prison provides the special education teacher with lists of inmates, through their 22nd year of age or younger. The teacher then interviews each potentially eligible student. During this process, the teacher explains the scope of the program and offers the student the opportunity to receive a free and appropriate public education while incarcerated within the LCP facility. Students may earn a diploma while incarcerated provided they meet the graduation requirements as outlined by the District policy or through the objectives on their IEP. As part of Child Find, a parent/ guardian of a student at LCP may additionally request an evaluation.

Identifying

Each week, the Department of Corrections provides a list of students ages 22 years and younger to the District's Incarcerated Youth Teacher. Within 10 days of incarceration, each potential student is interviewed and offered the educational program. The Incarcerated Youth teacher then verifies within the Allentown School District information system if the students are currently enrolled and if they are also special education eligible students. If the student is from out of state or out outside of the Allentown School District, a record request is issued to secure the necessary information. The District will assess if it is thought that the student may qualify for special education eligibility.

Evaluation

Each student is given the Test of Adult Basic Education (TABE) to assess reading skills and the Math Level Indicator (MLI) to assess math skills the first day of class. Past records are also reviewed to determine educational needs and skills. Most students have been labeled special education by their home district prior to incarceration. If it is determined that further evaluation is needed a school psychologist is available to proceed with additional evaluations with parental or surrogate permission. The team will evaluate for all areas of suspected disabilities. A team, including a District administrator (LEA), school psychologist, guidance counselor, and a special education teacher review each evaluation and participate in the development of the IEP. All special education procedures and time lines are followed consistent with special education regulations throughout the process.

Providing FAPE

Students are offered FAPE at the time of intake. If the student is over the age of 17 and declines the opportunity for FAPE, the teacher attempts to counsel him or her into the program. If the student accepts the opportunity to participate in school, he or she are enrolled into class immediately. If the

student refuses FAPE and provides a parent address, the parents are notified of the student's decision to refuse the offer of FAPE. Refusing school is not an option for students under age 17. Parents of special education students are notified so they may attend the IEP meeting and continue to be involved in the student's educational plan. The program, offered within the setting of LCP, works within the restrictions of penal concerns. The success of this program is noted by the number of students completing their education program via graduation. Several students have met credit requirements or have graduated through their IEP goals as determined by the 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.

The Allentown School DIstrict provides a full continuum of services for students with disabilities. Supplementary aides and services are provided to students in the regular education setting as well as the specula education setting to enable them to participate in the least restrictive environment that will meet their needs. Numerous classrooms are in place throughout the district where students are co-taught with the regular education and special education teacher. If needed, children with disabilities, may be supported by a para professional to afford them the opportunity to be educated with their non-disabled peers. Positive behavior support plans, related services, communication devices, augmentative and assistive technology are all utilized to support children in the regular education classroom.

As students transition from elementary to middle school and from middle school to high school the IEP teams meet to discuss the supports and services necessary for the students to move from more restrictive to less restrictive settings. As students become upperclassman in the high school they have opportunities to receive vocational training through Lehigh Career and Technical institute. It is through this collaboration that students have the opportunity to be educated with their non-disabled peers in the vocational setting.

The District provides ongoing professional development training to all staff including paraeducators utilizing IU 21, trained district staff and outside professional trainers. The IU21 provides support through Transition Network and provides on site professional development at the request of

district. The District has provided training on Co-teaching, Differentiated Instruction, De-escalation Strategies, Inclusive Practices, Progress Monitoring, Transition Services, and standard aligned IEP's to faculty. In addition, the District also offers parent training. These trainings are provided through the District's Parent University the topics include: the Evaluation Process, Behavior Strategies, Extended School Year and Least Restrictive Environment (LRE), specifically supplementary aids and services and how they may be provided in the regular education setting. School- Wide Positive Behavior Support programs are utilized within the district and focus on positive measures rather than punitive actions. Through the development of this program, our schools have provided the following interventions: on site counseling, in school therapeutic program and bullying prevention groups.

The District is currently the recipient of the Optimizing Inclusive Practices Grant for the 2017-2018 school year. The *Optimized Inclusive Practices in Pennsylvania (OIP)Framework* is designed to ensure that school personnel implement the big ideas, concepts and competencies needed to leverage data, systems and practices to effectively educate students who have low incidence and significant cognitive disabilities in inclusive educational settings. The big ideas, concepts and competencies within this framework are written to highlight the features of an educational system that presumes competence and effectively includes students with low incidence and significant cognitive disabilities. The District seeks to enable school personnel to frame a common vision based upon best practices and research in inclusive practices. The framework also guides school personnel to reflect on current data, systems and practices in the District, schools and classrooms while charting a path towards optimized inclusive outcomes.

DESCRIPTION	2017-2018	2016-2017
Special Education Inside the Regular Class 80% or More of the Day	1175	1425
Special Education Inside the Regular Class No More Than 79% of the Day and No Less Than 40% of the Day	542	584
Special Education Inside the Regular Class Less Than 40% of the Day	639	739
Public Separate Facility (Non Residential)	12	54
Other Private Separate Facility (Non Residential)	0	0
Public Separate Residential Facility	0	0
Other Private Facility (Residential)	1	0
Hospital/Home Bound	0	1
Out of State Facility	0	0
Instruction in the Home	5	4
Correctional Facility	1	0
Approved Private School (Non Residential)	4	5
Approved Private School (Residential)	0	0

LRE DESCRIPTION

Allentown SD exceeds the federal requirements for two areas of LRE: a) Inside gen ed classroom 80% or more (federal goal is at least 65%, Allentown SD is --51%). b)Special Ed in other settings (federal goal is 3.3%, Allentown is ---.02%) Allentown SD does meet the SPP goal Inside gen ed classroom <40% of the school day (federal goal is 8% or fewer , Allentown SD is .47%)

The District has implemented some successful programs based on sound research and best practices which support maximizing integration. The District provides IST support prior to identification, If the student becomes eligible for special education, their plan will include the successful strategies were incorporated un the general education environment. Co-teaching practices, whereby two certified teachers are supporting both identified and general education students within the same environment, are occurring at all levels.

The Special Education department ascribes to the use of sound, research-based reading, writing and math programs intended to remediate identified deficits areas. By closing their learning gaps, students can access the general education curriculum with grater success.

For students presenting challenging behaviors who are supported within emotional support programs, there are four school-based partial hospitalization programs (SITES). These services contracted through CLIU offer on-site counseling and therapy to students. In addition, the District

offers support through behavior specialist who address needs of students who are not part of the SITES program. School-based psychologist counseling services allow the students to remain in the District while meeting their mental health needs.

The District offers a full continuum of special education programs and services in District schools, and is committed to the policy of placing student with disabilities in the least restrictive environment consistent with their needs. Generally, continued placement in a general education setting is the first consideration of the IEP team when planning for the educational needs of a student with a disability. The IEP team considers removal from a general education setting in the district only when, because of the nature and severity of a student's disability, the education of the student cannot be satisfactorily achieved, even with the provision of supplementary aids and service. In a small number of cases, the IEP team will recommend placement in another public-school district, or an approved private school program.

For those students who require more intensive interventions, careful consideration is given to their placements so that their individual needs will be addressed. The District utilizes Special Education Facilitators to interact and communicate with the families of students who are currently educated outside the school district. Transportation is provided. The District collaborates with stakeholders to ensure students have a successful transition back to their home school when the time is appropriate.

Procedures to support students who are considered for a more restrictive placement:

1. When the IEP team recognizes that the student might require an out of District placement.

A. IEP team (to include guardian) meet to develop a course if documented interventions. Interventions include but are not limited to:

·   Data collected and graphed/charted on the evidence based on interventions attempted.

·   Identified Modifications and Accommodations and the student's response.

·   Supports and student response

·   Related services consultation

B. A course of documented intervention is implemented with fidelity, as determined by the team; progress is monitored ad amended as needed,

C. The IEP team, including guardian, ask: 1. What else can we do? 2. Have we exhausted all building resources and is the intervention sustainable? 3. What skills does the student need to return to least restrictive placement?

D. With consultation from the Director the building psychologist and Special Education Facilitator review the current evaluation to determine if new reevaluation is required.

2. If progress is not being made based on intervention data collected, the IEP case manager convenes new IEP team meeting with LEA, to determine if changes of placement should be considered.

3. If the IEP team recommends that a change of placement is needed, continuum of services and process are discussed with guardian.

4. Once all the above steps are completed and documented, consideration to a more restrictive and/or out-of-district placement is considered.

5. An updated IEP will be the responsibility of the sending party, with consultation from IEP team from recommended program. The Prior Written Notice from the IEP meeting must indicate involvement and agreement from Special Education Department.

6. Notice of Recommended Educational Placement stating the amount and type of special education supports is created by sending party for guardian to agree to the educational placement recommendations.

Allentown has experienced a great transition of new students coming in from out of state and out of country. We follow the previous IEP and NOREP until a new Evaluation is completed.

Behavior Support Services

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

Summarized School District Policy:

The School District is within the adoption process of approving Policy 113.1 Discipline of Students with Disabilities- Behavior Support

Purpose:

The Board of Education (Board) of the Allentown School District enacts this policy to ensure that District staff use appropriate behavior support techniques and that , for each disabled or thought to be disabled student who exhibits behaviors problems which interfere with the student's ability to learn, the IEP team develops a plan that provides for an appropriate program of behavior support. The purpose of this policy and its implementing guidelines is to ensure adherence by all staff to the

requirements of state and federal law as they exist at the time of the adoption of this policy and its implementing guidelines and as they may from time to time be emended and interpreted by the Courts and various administrative agencies.

The Board of School Directors intendeds that the application of behavior support rules and procedures be applied to students with disabilities in a nondiscriminatory manner and in full compliance with the requirements of state and federal law. The Board intends with this policy neither to confer upon students and their parents or guardians any greater right that they enjoy under state and federal law nor to impose upon the District any greater limitations or duties that are imposed by state and federal law. Nothing in this policy should be constructed in a manner inconsistent with this intent. To the extent that any portion of this policy or the implementing guidelines is inconsistent with such laws as they now or shall hereafter exist, such portion shall be deemed null and void without prejudice to the unaffected provisions.

Definitions:

The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise:

1. Aversive Techniques – deliberate activities designed to establish a negative association with specific behavior.

2. Behavior Support- development, change and maintenance of selected behavior through the systematic application of behavior change techniques.

3. Behavior Support Plan – a pan addressing a disabled student's behavioral needs and interventions within an IEP.

4. Functional Behavioral Assessment (FBA)- an assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the behavior for which discipline is imposed and the effectiveness of the interventions undertaken to address the reaction to, the behavior.

5. Positive Behavior Support Plan (PBSP)– a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interfere with learning. A positive behavior support plan shall be developed by the IEP team, based in a functional behavior assessment, and become part of the individual eligible young child's or student's IEP. Such plans shall include methods that utilize positive reinforcement and other positive techniques to shape a student or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

6. Crisis Prevention Institute (CPI)- CPI's trauma-sensitive, person-centered *Nonviolent Crisis Intervention*® training focuses on prevention and de-escalation techniques and other alternatives to

the use of restraint. It also includes safer, less-restrictive physical interventions to be used only as a last resort when a student presents an immediate risk of harm to self or others.

7. Restraints- the application of physical force, with or without the use of any devise, for the purpose of restraining the free movement of a student's or eligible young child's body. The term restraint does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him, guiding student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another.

Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupation therapy, seatbelts in wheel chairs or in toilets used for balance and safety, safety harnesses in busses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

7. Roll Call- monthly staff meetings between Special Education Facilitator and Special Education Case Manager to create an opportunity to align current priorities and organizational goals for compliance. Also, to provide ongoing one to one professional development.

8. A student with a disability shall mean a student who is eligible for special education under the provisions of the Individual with Disabilities Education Act and its implementing regular, Chapter 14 of the regulations of the State Board of Education, For the purpose of this policy and its implementing guidelines, the definition of disabled students include students whom the District suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation at the time of the incident for which discipline is imposed. This policy and its implementing guidelines shall also apply to projected handicapped students within the meaning of Section 504 of the Rehabilitation Act of 1973 and its implementing regulation and Chapter 15 of the regulations of the State Board of Education. As applied to such students, references to IEPs and to IEP teams shall be constructed as references to service agreements and to teams of appropriate school staff and parents or guardians that develop and revise service agreements.

Authority
:

The Superintended has the primary responsibility for ensuring that District positive behavior management support programs are in accordance with applicable state and federal law, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of positive behavior management support techniques and obtaining parental consent to the use of restraints or intrusive procedures.

Subsequent to a referral to law enforcement, an updated Functional Behavior Assessment and

Positive Behavior Support Plan shall be required.

Guidelines:

1.   The Allentown School District recognizes that appropriate leaning outcomes take place in an appropriately managed classroom. Whenever behavior interferes with the learning of a child with disabilities or with the learning of others, the IEP team of that child shall consider and shall include in the IEP of the child, as needed, appropriate positive behavioral interventions, strategies, and supports to address the behaviors.

2.   Whenever possible, such interventions strategies and supports shall be based on a functional behavior assessment, structured observation of behavior, or other effective system for collection and analysis of data concerning the behavior.

3.   Behavior support programs include a variety of research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based in a functional assessment of behavior and utilize positive behavioral techniques. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing and program concerns shall be reviewed and addresses prior to development of a behavior support program.

4.   Positive rather than negative measures shall form the basis of behavior support programs to ensure that all students and eligible young children shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Positive techniques for the development, change and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. When an intervention is needed to address a problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary and shall be in accordance with state and federal law. Aversive techniques, restraints or disciplinary procedures may not be used as substitute for a behavior support program. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures including de-escalation techniques.

5.   Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports that address the behavior can be incorporated into body on the IEP.

6.   School wide behavior supports are provided to all students in the District, through ongoing training in Restorative Practices for the middle schools and high schools and Leader in Me and PATHS in the elementary schools.

Limitations:

1.　　　**Use of Physical Restraints Other than Mechanical Restraints.**
Restraints to control acute episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have provided to be or less effective, The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an education program, or employed as punishment.

The use of restraint to control the aggressive behavior of an individual student or eligible young child shall cause the school entity to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting, at this meeting the IEP team shall consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, an new revised positive behavior support plan, or a change in placement to address the inappropriate behavior.
The use of restraints may only be included in a student's or eligible young child's IEP when:

- 　　　Utilized with specific component elements of positive behavior supports

- 　　　Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behaviors;

- 　　　Staff are authorized to use the procedure and have receive the staff training required; and

- 　　　There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

1.　　　**Use of Prone Restraints:**
The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

2.　　　**The use of Restraints:**
The use of restraints may not be included in the IEP for the convenience of staff; as a substitute for an educational program, or employed as punishment. The district provided *Nonviolent Crisis Intervention*® training is provided to Special Education and Regular education staff. With a focus on staff supporting students with Positive Behavior Support Plans.

3.　　　**Maintaining Reports:**
School entities shall maintain and report data on the use of restraints. The report shall be reviewed during cyclical monitoring conducted by the PA Department of Education.

4.　　　**Use of Mechanical Restraints:**
Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and determined by medical professional qualified to make the determination, and as agreed to

by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

1.   **Proscription of Certain Aversive Techniques:**
The following aversive techniques for handling behavior that is manifestation of a disability may not be used in educational programs of the district.

i.
  Corporal punishment;

ii. Punishment for a manifestation of a child's disability;

iii. Locked rooms, locked boxes or other locked structures or spaces from which the

    child cannot readily exit;

iv. Noxious substances;

v. Deprivation of basic human rights, such as withholding meals, water or fresh air;

vi. Suspensions constituting a pattern as defined in Section 14.143(a) of the

regulations of the State Board of Education, 22 Pa Code 14.143(a), and any   successor regulation;

vii. Treatment of a demeaning nature;

viii. Electric shock

Training:

Regular Program of Training

The superintended or his or her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods and techniques that personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy.

Special Education Teachers and Administrators have all received copies of information contained within the proposed Board Policy 113.1, as well as the official Code of Conduct, Policy 249- Bullying and Cyberbullying 249, Policy 233- Suspension and Expulsion, Policy 235- Students Rights and Responsibilities, and Policy 626- Equity. The District also provides memos to staff concerning the legalities and use of timeout procedures.

The LEA has provided many trainings to support the appropriate management of students with IEP's concerning Behavioral Support. Such trainings have been provided to paraprofessionals, special

education teachers and administrators. Information offered within the training includes: *Nonviolent Crisis Intervention*®, appropriate practices for identification, data collection, de-escalating techniques, gang and bullying awareness training, conducting functional behavioral assessments (FBA), Behavior Intervention Plans (BIP), Manifestation Determination Review (MDR), Trauma Sensitive, and writing goals and objectives to support behavioral changes. The training is minimally provided on an annual basis. The District sites with a high concentration of Emotional Support, training is provided quarterly.

Ongoing training is also provided to the Districts 10 Behavior Management Support- Special Education (BMS- SE) team. BMS-SE staff members provide proactive assistance with sensory breaks, one to one feedback, functional behavior assessments, and consultation with the teachers. BMS-SE Training provided to the team includes: FBA procedures, providing functionally-relevant intervention recommendations, Positive Behavior Support Plans, Transferring intervention / behavior skills training to school teams, Interventions vs. Incentives, Behavioral responding: procedures for responding to specific behavior of concern / crisis situations, Tiered intervention: and the role of the BMS-SE at each tier.

The district collaborates with CLIU21 in providing school-based partial hospitalization programs, Student Intensive Treatment and Emotional Supports (SITES), with District operated emotional support programs. Currently, four SITES programs are offered at William (1) Allen High School, (1) Trexler Middle School and (2) Ritter Elementary School. The District has a signed agreement with CLIU to insure funding for eligible students who may have difficulty with Medicaid funding during their treatment while in the SITES program. The District also provides facilities for the SITES program during the summer months so services are available year around to eligible students. The District views SITES program as part of the psychological counseling services (PCS) continuum.

School-Based Behavioral Health Services:

Service Providers / Supports
The district collaborates with outside agency providers to provide school wide behavioral health services. The services are provided thought the District in the elementary, middle and high school levels.

2017- 2018 School-Based Behavioral Health Providers:

Catholic Charities
Center for Humanistic Change
Community in Schools
Crime Victims Council
Health Choices
Intermediate Unit 21
Lehigh County
Lehigh Valley Health Network
Magellan

Pyramid Healthcare
St. Lukes Hospital
United Way

In alignment with the Districts strategic plan a focus on improving the physical and mental health of its students and their families is a priority. The District has created a health counsel, were an action plan is currently being developed to implement in the 2018-2019 school year.

1.   Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2.   Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3.   If the district also has School-Based Behavioral Health Services, please discuss it.

Allentown Schools offer a continuum of behavioral supports for all students within the District. Several of the district buildings have school-wide positive behavior support strategies in place, with incentives to reward and promote successful school behaviors. Classroom behavior management activities reinforce valued behaviors and a positive school culture. A District wide social-emotional learning curriculum is offered at all levels. Currently, all elementary students in grades K-5 participate in the PATHS and or LEADER In Me, (Promoting Alternative Thinking Strategies). Twice in a five-day cycle, students participate in lessons that focus on social skills development and problem solving. At the Middle Schools, the Olweus and/or Second Step curriculum is delivered at least once in a five-day cycle. Restorative Practices are followed at the High Schools. At all levels, appropriate social skills are explicitly taught and reinforced on an on-going basis. Allentown School District will continue to build and reinforce these Tier-I systemic structures in consultation with Pennsylvania Positive Behavior Support Network.
All Allentown School District school based staff working with emotional support students are trained and certified in Crisis Prevention Intervention (CPI) which focuses on deescalation and passive restraints. If a student has been restrained, Allentown School District policy is such that the IEP team needs to report the restraint within the PDE guidelines and hold an IEP meeting to determine if the restraint needs to be included in the IEP under specially designed instruction for behavior. Due to constant changes in staff, CPI training will occur throughout the school year. Students who struggle in spite of the school and class-wide behavior system are referred to the Child Study Team (elementary level) or Comprehensive Student Assistance Program (middle school and high school level). The school team, composed of an administrator, parent, counselor, intervention specialist, behavior specialist, school psychologist, nurse, and teacher, reviews the student's record and creates an individualized plan of intervention to address the area of concern. The plan may include referrals to outside agencies and further evaluation to meet acute needs that have been discovered through the child study process.

If the Team determines that Tier-II interventions were unsuccessful, they may refer students for a multi-disciplinary evaluation, with informed parent consent. As part of the evaluation process, the team will conduct a Functional Behavioral Assessment (FBA) to determine the nature and function

of a student's behaviors. The FBA process is utilized not only during an initial evaluation for supports, but is also for previously identified students now experiencing new or changed behavioral difficulties. The team uses this collected information to create an Individualized Education Plan (IEP) with positive behavior supports. New IEP goals and specially designed instruction are put in place to help shape behaviors for classroom success. Supports are typically put in place in the student's home school as the district is committed to promoting the least restrictive environment for the delivery of all supports.

The district offers Itinerant, Supplemental, and Full time Emotional Support programs. On the Elementary Level, the programs are offered at 4 buildings. All four middle schools and both high schools offer Emotional Support programs, allowing students to access higher level supports in or near their neighborhood school. Smaller, highly structured classrooms with lower student to teacher ratios provide frequent feedback about student behaviors and a more intense focus on building appropriate interaction and anger management skills.

Six district Special Education Behavioral Specialists are attached to these Emotional Support programs. They provide proactive assistance with sensory breaks, one to one feedback, functional behavior assessments, and consultation with the Teachers. During crisis moments, Behavioral Specialists are also team members trained in verbal de-escalation techniques and crisis response, including appropriate restraint techniques.

For students experiencing increased behavioral difficulties, including mental health issues, the district has partnered with CLIU #21 to provide school-based partial medical hospitalization programs in district buildings. The Student Intensive Treatment and Emotional Support (S.I.T.E.S) program, funded through medical assistance, adds psychiatric and mental health supports during school hours for approved students. Attached to three of the district's Emotional Support classes (one elementary school classroom, one middle school classroom and one high school classroom), the students receive weekly monitoring by a psychiatrist, a minimum of one individual therapy session and three group counseling sessions weekly.

The district has partnered with the CLIU #21 to offer more intensive behavior supports in the form of center-based programming. Through the IU programs of LLAS (Lehigh Learning and Achievement School), AC-LAS (Allentown Center-Learning and Achievement School) and CLAS (Carbon Learning and Achievement School), students in grades 3-12 have the option of a center-based Fulltime Emotional Support program; these centers offer S.I.T.E.S., the partial hospitalization program, which is available to students approved for this service.

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.

Ensuring FAPE

The District, to date, does not have any students defined as difficult to place to ensure FAPE. There has not been any student classified as a Cordero Class member for several years. Students have been reported to PDE as students receiving instruction- in- the- home placements. These placements occur because that placement is their least restrictive environment as prescribed by a physician. The District reports in-the-home instruction to via the Leader Services website reporting process. A 3 month review occurs to ensure that such placements remain the LRE placement for the student. The District is able to find placements for individual students who otherwise are difficult to place. Through a combination of District initiated programs (e.g., low incidence disability programs and programs operated by CLIU #21), placement of students has been achievable within a timely fashion.

The most challenging students to place are students with emotional disturbances who at times can present a safety threat to the public school setting. The District has resolved issues placing challenging students through programs offered by CLIU #21 for students requiring alternate educational settings well as special education supports available within the District's alternate education programming. Other students who present a challenge for placement are students with autism who also can present severe challenging behaviors. Although the District has designed many specific support systems for students within the autism spectrum, the District relies on CLIU #21 to offer a more restrictive setting for students requiring more intensive placement structures. A small number of students with challenging behaviors have been placed at Lehigh University's Centennial Approved Private School. Additionally, there are students placed outside of the District by other agencies or are adjudicated to other settings.

CLIU #21 facility planning process has been an effective vehicle for the District to report anticipated needs. CLIU #21 maintains responsive practices for facility placements when necessary.

Successful Programming/ Interagency Collaboration

The District continues to operate programming located within the District and taught by District personnel in areas often contracted through IU support: Autistic Support Programming, Emotional Support Programming, Life Skills Support Programming, Multi-Disabilities Support programming, Itinerant Vision Support Programming and Itinerant Hearing Support Programming as well as Occupational Therapy evaluations and direct OT service. In addition, the District recently added Nursing Services to the District roles to address the needs of our most medically fragile students within our Multi-Disabilities Support classrooms. . Operation of these classes and support services are both a financially strategic opportunity as well as a best practice option. It ensures the direct responsibility of District for our students. Teachers and staff are provided with training necessary for these more specialized programs, such as seizure and tube feeding protocol, CPR and first aid training.

The District identifies students requiring Intensive Interagency support. The following list provides

a brief description of services representing the various interagency team supports that may assist in resolving the concerns of students:

Behavioral Health Rehabilitation Services (BHRS)	Behavioral Health Rehabilitation Services, also known as "wraparound" services or Early and Periodic Screening, Diagnosis, and Treatment (EPSDT), are community mental health services that are prescribed by a doctor and may be provided in the home or school setting. This service is funded through insurance based on Medical Necessity Criteria (MNC) and requires that an individual is Medical Assistance eligible. Different types of wraparound services can be provided simultaneously; including Behavior Specialist Consultant (BSC), Mobile Therapy (MT), and Therapeutic Staff Support (TSS). Either an MT a BSC must supervise a TSS.
Community Residential Rehabilitation (CRR) Group Home	This is a residential mental health service that must be prescribed by a doctor. Children may or may not be in the custody of the Office of Children and Youth or the Juvenile Probation Office. This service is funded through insurance based on Medicare Necessity Criteria (MNC) and requires that an individual is Medical Assistance eligible. It provides mental health support in a group home environment, with professionally trained staff available 24 hours per day seven days a week. Accessibility to this program is extremely limited
Community Residential Rehabilitation (CRR) Host Home	This a residential mental health service (also known as "Therapeutic Foster/Family Care") that provides mental health support in a family environment and must be prescribed by a doctor. Children may or may not be in the custody of the Office of Children and Youth or the Juvenile Probation Office. This service is funded through insurance based on Medicare Necessity Criteria (MNC) and requires that an individual is Medical Assistance eligible.
Family Based Services (FBS)	Family Base Services are a time-limited, intensive, in-home mental health service prescribed by a doctor. This service is funded through insurance based on Medicare Necessity Criteria (MNC) and requires that an individual is Medical Assistance eligible. A team of two masters- level therapists provides intensive intervention from a family-systems perspective (improving child and family well-being). Case management, respite, and 24 hour emergency on-call services are included in this service.
Fee- for Service (FFS)	Fee- for- Service is a health insurance plan that allows the plan holder to make almost all health care decisions independently. The pay holder pays for a service, submits a claim to the insurance company, and, if, the service is covered in the policy, receives

	reimbursement. Fee-for- service plans often have higher deductibles or co-pay than managed care plans.
Foster Care	Foster Care is temporary care for children who are unable to remain in their own homes and are placed in the custody of the county children and youth agency by the courts. Children often live with foster parents during this time. Foster parents are individuals who are committed to providing a safe, temporary home for children who have been abused and neglected and are unable to remain living in their own homes. Both public and private foster care agencies recruit foster parents to provide these services for children.
Group Home	A home or institutional/ campus setting, provide by the Office of Children and Youth (OCY) or Juvenile Probation Office (JPO), where several children in need of a home can live. All OCY placements are for abuse or neglect, though some setting allow for Juvenile Probation Office (JPO) involved children who are Adjudicated Delinquent and/or Dependent. Mental Health support is rarely provided and placement occurs by court order.
Pennsylvania Child and Adolescent Service System Program (CASSP)	A comprehensive mental health service system for children adolescents and their families under the Department of Public Welfare. What is CASSP? CASSP is an acronym for the Child and Adolescent Service System Program. CASSP helps children and adolescents with emotional disturbances to gain access to the needed services. These services are planned collaboratively with the child's or adolescents' family, the mental health system, the school and other agencies. CASSP also gives technical assistance to provider agencies on the state- of- the- art mental health services for children and adolescents, supports best practice and assists in communication among all those who serve children in Pennsylvania.
Residential Treatment Facility (RTF)	This is a residential mental health service that must be prescribed by a doctor. The service provides mental health support in a campus or community setting, with professionally trained staff available 24 hours per day, seven days week. Children may or may not be in the custody of the Office of Children and Youth. This service is funded through insurance based on Medical Necessity Criteria (MNC) and requires that an individual is Medical Assistance eligible.
Therapeutic Staff Support (TSS)	TSS services are delivered in the home and community as part of a child or adolescent's daily routine. They are designed to provide active individualized treatment to the child or adolescent. They require careful and constant review to determine their effectiveness and the need for modifications to meet the ever-

	changing needs of the child and the family

If a student presents as a child that would fit the category as a hard to place student or as a student at –risk, the District would interface with the above mentioned resources. Special Education Facilitators function as a liaison between the various agencies and the District. Agencies who have a collaborative relationship with the District include:

- The Bureau of Drug and Alcohol Programs

- The Juvenile Justice System

- The Office of Children, Youth, and Families

- The Office of Mental Health Services

- The Office of Intellectual Disabilities

- The Office of Vocational Rehabilitation Services

- School Based Mental Health Services

The District has found the Interagency Team collaboration process to be highly effective.

Program Expansion

The District will continue to monitor services offered by outside agencies, as well as the fiscal soundness of those services. The District will pursue opportunities to incorporate supports within the District continuum when economically feasible and responsible.
The District will continue to work with the mental health agencies (discussed within the behavioral supports system of this plan) as the expansion of mental health supports within the educational setting continue to expand. The District has added an additional S.I.T.E.S. Program, in conjunction with CLIU #21 support, within another elementary Emotional Support program. The District will continue to investigate additional supports to meet the behavioral needs of the students.
Finally, the District is looking to explore the delivery of supports for our identified students enrolled within the District's Virtual Academy program, as well as those identified students who have reentered to pursue completion of their high school diploma through the District's Reengagement Center.

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.

Professional Development

Professional development for special education teachers is offered in a variety of formats. Special Education Facilitators provide small group, informative professional development with special education teachers on key topics such as progress monitoring in our new data system, least restrictive environment, functional behavioral assessments, behavior intervention planning, IEP progress monitoring and reading, writing, and math strategies to support student learning. Also, special education staff receive ongoing training in writing evaluation and reevaluation reports, as well as, IEP goal writing. In addition, special education staff participate in general education training initiatives. Topics of professional development from the district include but are not limited to teaching students to read, implementation of new assessment systems, literacy programs and math programs, strategies to support second language learners and engaging students in science. This is invaluable as the District acknowledges the importance of learning opportunities in the regular education setting for our special education students and exposure to the regular education curriculum as warranted. Co teaching professional development continues to be a district focus. Also, special education staff participate in school based professional development which school leaders identify based on student data and data from walk throughs and evaluations.

The District provides ongoing Nonviolent Crisis Intervention training through the Crisis Prevention Institute (CPI). CPI is an international training organization committed to best practices and safe behavior management methods that focus on prevention. With a core philosophy of providing for *Care, Welfare, Safety and Security* of everyone involved in a crisis situation, the program's strategies give human service providers and educators the skills to safely and effectively respond to anxious, defensive, or violent behavior while balancing the responsibilities of care.

The District has four certified trainers in the Nonviolent Crisis Intervention program that are Special Education Facilitators. They provide ongoing training for special education and regular education teachers, paraprofessionals, behavior specialists, guidance counselors, psychologists, and building administrators. Also, the special education department continuously monitors the addition of new staff, especially in the special education department, to be sure Nonviolent Crisis Intervention training is administered in a timely manner. A data base is used to track training dates and District personnel who have received Nonviolent Crisis Intervention training.

In addition, two special education facilitators hold a training certificate through CPI for students with Autism.

Special Paraprofessionals are offered training through the District's Special Education Department on various topics during a school year to enhance their skill sets in the learning environment (e.g. Nonviolent Crisis Intervention, The Power of Listening, Anger Management in Students, CPR/First Aid). In addition, paraprofessionals, can participate in their building level trainings (e.g. Trauma Sensitive Classrooms, Leader in Me Training, Bully Training). Finally, paraprofessionals participate in various training series offered through the Pennsylvania Training and Technical Assistance Network (PaTTAN). The various Special Education Paraprofessional Training Series (e.g. The Paraprofessionals Role in Supporting Students in Culturally-Diverse Classrooms) strengthen the skills of our valuable paraprofessionals in the school setting. Our families receive trainings through many varied avenues. The District's fall/spring Parent University has allowed our special education department to share information on such topics as brain injury and the IEP process. This learning

opportunity for parents has occurred in our District the past 2 years. Parents also are exposed to information about special education and brain injury at our individual buildings. Pamphlets and posters provide families with easy-to-find resources in the school setting (near office area). Topics include*: Is Your Child Having Difficulty in School*, KidsPeace, Gifted Education, and free services offered by the Office of Dispute Resolution. Early Intervention meetings conducted by the Director in our District also provide learning experiences for our families as children transition into kindergarten programming. The families learn about the registration, evaluation, and special education placement process in our district. Finally, our District website is a resource for parents regarding special education. Our website includes the current Special Education Plan (2014-17), Special Education FAQ, Special Education State Resources, and the Annual Public Notice of Child Find. Our District website includes links to valuable resources such as PaTTAN, the Pennsylvania Department of Education, Carbon Lehigh Intermediate Unit 21, and a Parent Guide to Special Education.

Support Systems

Schools in the Allentown School District are supported by a Director of Special Education, a Supervisor of Instruction for Special Education and 11 Special Education Facilitators. The Supervisor of Instruction provides daily supports (behavioral and academic) to an elementary school with a large special education population of emotional support students (six classrooms). Two of these emotional support classrooms provide school-based partial medical hospitalization programs for primary and intermediate students. This program, known as Student Intensive Treatment and Emotional Support (S.I.T. E.S), provides psychiatric and mental health services during school hours. The Supervisor of Instruction schedules intake appointments for this program with school and families.

Eleven Special Education Facilitators currently offer specialized supports to their assigned schools. The facilitator serves as a liaison between the Director of Special Education and the individual school. The facilitator is skilled in special education regulations and procedures, instructional programming and strategies, and behavior management. Monthly meetings with facilitators and special education case managers provide opportunity to discuss student progress in learning. In addition, behavior concerns can be addressed during these Roll Call meetings. The engagement of successful interactions with parents, teachers, and administrators is the hallmark of the special education department. The Special Education Facilitators interact with parents in a respectful and supportive manner. By establishing rapport and trust with parents, facilitators are able to quickly resolve problems before they evolve into disputes. If a parent presents a concern at the school level, many times parent support takes the form of face-to-face meetings with all involved school team parties. This style of positive resolution, seeking common ground in the best interest of the student, provides the parents with an opportunity to actively participate in decisions regarding their child. In addition, each facilitator has an area of expertise that not only supports the district school teams but also serves to keep the special education department administrative and facilitator team current in

special education regulations and best practices for students with disabilities. These areas of expertise include: traumatic brain injury/BrainSTEPS program, low incidence and autism supports and services, extended school year (ESY), behavioral supports, and transition services.

The District currently employs 10 behavior specialists to support District operated emotional support programs or to provide additional support in special education programs where students exhibit challenging behaviors. Also, District behavior specialists primarily conduct Functional Behavioral Assessments (FBA) in the school setting so that student behavior can be analyzed in an evaluation or reevaluation report. A thorough FBA is essential in creating a positive behavior support plan. In addition, behavior specialists help school teams draft behavior plans, revise existing behavior plans as needed, and offer consult services to school teams about behaviors of concern. Of special emphasis is "transferring the intervention" which means enhancing/training the behavior skills of school teams.

Parent liaisons provide support to parents and school teams. During the 2007-2008 school year, the District created a parent liaison position. This position was recommended by the District's Safety Task Force and was filled by a bilingual person. As of the 2017-18 school year, 15 parent liaisons and outreach workers, most of them bilingual, are available to support the special education department in various ways (interpreter for parents at IEP meetings or any type of school-based meeting, follow-up with parents after school team meetings whether by phone call or face-to-face meeting).

Students who have limited English proficiency (LEP) may also be eligible for special education. The federal Individuals with Disabilities Education Act Amendments (IDEA) and the regulations governing special education programs for children with disabilities in Pennsylvania assure that a free appropriate public education (FAPE) is provided to all students eligible for special education and related services. The District is committed to ensuring non-discriminatory assessments with a particular awareness of supporting children with language or cultural differences. The District employs bilingual, bicultural school psychologists to offer cultural sensitive evaluations.

Special education students may participate in after-school programs, e.g.; tutoring, activities, athletics, or clubs within the school district. The United Way Community Schools Partnership (in 4 elementary schools and 2 middle schools), does not exclude special education students from after school and summer tutoring programs. In addition, the District also supports student participation in extracurricular activities when a student is part of an intermediate unit program in a neighboring school district. For example, many of the District's deaf/hard of hearing students, who receive their least restrictive environment in a deaf/hard of hearing support program, attend various meetings, clubs, school dances, and participate in sports. This occurs primarily at the middle school and high school level. A sign language interpreter is often a need, as well as, the student being bussed home within our District. The District emphatically recognizes the importance of this population to participate in activities with and without hearing peers. Extended school year for qualifying students is based on the 7 factors that guide the IEP team to determine ESY eligibility (in District and out-of-District placements).

BrainSTEPS Program

The BrainSTEPS (Strategies Teaching Educators, Parents, & Students) Brain Injury School Re-Entry Consulting Program assists Pennsylvania schools in creating educational plans for students following an acquired brain injury. Acquired brain injuries (ABI) are brain injuries that occur after

birth and include both traumatic brain injuries (TBI) and non-traumatic brain injuries (nTBI). After a brain injury, students may return to school with a temporary or lifelong impairments that have a significant impact on classroom performance. BrainSTEPS teams have been designed to consult with school teams and families in the development and delivery of educational services for students who have experienced any type of acquired brain injury. BrainSTEPS teams assist schools by serving as brain injury consultants to District school teams and teachers of these students. The BrainSTEPS Program is jointly funded through the Pennsylvania Department of Health and the Pennsylvania Department of Education, and is implemented through the Brain Injury Association of Pennsylvania. The District is the only school-based team in the state of Pennsylvania. The Allentown School District BrainSTEPS team consists of trained members in the area of brain injury. Members also receive ongoing training every year and participate in a monthly phone conference with other BrainSTEPS members throughout the state. Members of the District team include: Assistant Director of Health Services, 2 School Psychologists, 2 Special Education Facilitators, a Speech/Language Clinician, and an Occupational Therapy Facilitator. The other BrainSTEPS teams in the state are tied to IU programs. Currently, the District team has a focus on organizing Concussion Management Teams (CMT) in each school buildings consisting of a nurse and school psychologist.

Autism

Students with Autism Spectrum Disorder (ASD) continue to increase in our school setting. The District acknowledges this pattern of growth and has increased specialized staff proportionately to address the needs of students. Currently, we have 5 Autistic Support classrooms at the high school level, 8 Autistic Support classrooms in our middle schools, and 22 Autistic Support Classrooms at the elementary level. We have had to open 2 new classrooms during the current school year. For students with high functioning autism, the District provides a uniquely designed "specialized learning support" program. This program optimizes the inclusion of high functioning students within the spectrum by emphasizing strategies to support social and academic development. The District promotes the use of verbal behavior approaches, assessments, and strategies. One behavior specialist has been trained in ABA. Our District also commends the many and diverse life experiences provided to this population within the school setting. The Allentown School District is building life experiences with these activities, supervised by special education personnel:

1.   Students fill teacher requests for school supplies (middle school).

2.   Students plant, maintain, and harvest flowers and vegetables within the school courtyard (middle school) with a community plant sale in May.

3.   Students perform school uniform laundry (middle school).

4.   Students create and sell holiday ornaments (middle school).

5.   Students create and sell holiday gift bags (middle school and high school).

6.   Students run the school store (middle school).

7.   Students run a "button factory" for school events (high school).

8.   Students make and sell breakfast sandwiches once a week (high school).

iPad Usage

The District's commitment to the use of technology in the classroom continues with the Special Education Department updating existing iPads in the school setting. Small classroom sets are still found in our low incidence programs with individual iPad student assignment based on IEP assistive technology needs. The purpose of iPads and its associated apps are to improve access, communication, and deliver hands-on curriculum for our students.

Research-based Reading Approaches

The District has identified viable research-based reading approaches that address the Five Big Ideas in reading as outlined in the research of the National Reading Panel. If a student demonstrates success in the core reading program, Journeys, the student remains in that program and his progress will be monitored. Some students remain in the core reading program and receive supplemental support in specific areas of delay. If the student is significantly discrepant in their reading skills, the student is offered instruction in an alternate reading approach while the teacher monitors his/her response to that intervention. Direct instruction literacy programs include: Early Reading Intervention, Reading Mastery, Corrective Reading, Reasoning and Writing, Read Naturally oral reading fluency probes, Systems 44, Read 180, and Edmark. The District has implemented the Reading Milestones program with Autistic Support and Life Skills programs at one of our elementary schools this school year. All mentioned programs have a strong research design. The District is continuing to explore additional options. As new reading approaches are considered, a review of the research design and findings is conducted. Fidelity of program delivery is reviewed by administrators and Special Education Facilitators.

Alternate Standards Curriculum

The Unique Learning System continues to be a web-based program utilized to support students who are taught through the alternative standards. Implemented by the District in 2011-12, this curriculum is based on academic standards. The Unique program uses themes based in social studies and science and embeds reading and math skills into the content. There are leveled books with comprehension questions, a word wall, spelling words, counting, surveys, patterning activities, science activities, art projects, games, and cooking activities all focused on the monthly theme. There are 9 themes with holiday activities in December and a summer unit to highlight the summer months. Picture supports for activities are already made for the classroom teacher and available for download and printing**.**

Worksheets, as well as manipulatives, are available and related to the themes. This curriculum has been able to provide parents with detailed information about their child's skill sets in reading, math, and the writing process. The Unique Curriculum has also been used during ESY programming for low incidence students.

Transition

Indicator 13 Training has been provided by Carbon Lehigh Intermediate Unit (CLIU) to support our teachers in the transition section of the IEP. The training has been broken down into 3 cohorts for secondary teachers. Each cohort has received 2 in-service day trainings. Teachers have been

provided many resources within the CLIU website (e.g. assessments) to support them in exploring post-secondary opportunities for special education students. Currently, the district is working with Cohort 3 teachers.

The District utilizes CLIU's Work Experience Program for students with a wide-range of disabilities. The CLIU Work Experience Program offers students the opportunity to develop job related skills by working on-site at businesses in the area. Students work under the supervision of work experience assistants, with the ultimate goal of having the students work without supervision and finding employment after graduation. Some of these programs are half-day while others are full day (e.g. Project SEARCH and Vocational Independence Program -VIP).

Occupational Therapy

School-based occupational therapy is a related service offered by the District within our school system. Occupational therapy is provided to students determined to need accommodation/remediation of skills that directly impact their ability to access and participate in their educational environment. This includes participation within the physical environment (lunch, recess, hallways, bathroom, etc.) as well as, participation within the academic curriculum (handwriting, specials, etc.). Performance skill areas evaluated by the occupational therapist include fine motor (strength/coordination), visual motor integration (eye/hand coordination), and sensory processing. These specific skills are evaluated through standardized and non-standardized assessments. Skill deficits identified are further evaluated through formal/informal parent and teacher interviews, environmental observations, and task analysis to determine the functional impact on the student's ability to access their educational program.

The IEP/Educational Support teams (including the occupational therapist) determine if the areas of need can be addressed through supports currently in place for the student, through consultation with occupational therapist, or through direct intervention with the end goal of ensuring the least restrictive environment for learning. Interventions may include adaptations to the environment or tasks/assignments to improve accessibility.

ASD's staff occupational therapists have overseen the implementation of sensory rooms within a number of elementary schools with low incidence, special education programming. Currently, we have a sensory room in 5 elementary schools. This is an increase since our last Special Education Plan. We also have implemented 1 sensory room in a middle school. These rooms are designed for students to calm and organize themselves in order to promote attention and focus within classroom. Students have access to the sensory rooms through guided group lessons or individual sensory breaks as defined in the IEP. These areas have been especially beneficial to students on the autism spectrum who are easily over-stimulated by typical classroom noises. The sensory rooms have also met the needs of many students identified with emotional disturbance. These rooms allow for the student to de-escalate safely under adult supervision allowing the least amount of disruption to their education as possible. Students are taught to request breaks in this area as a preventative solution to unmanageable tantrums or outbursts. The school-based occupational therapist may facilitate training of educational staff on specific classroom-based interventions to be incorporated into a whole-class activity or student specific interventions within the classroom setting. Staffing of occupational therapists within the district has proven to be a cost-effective asset. Staff therapists are

more accessible to both regular education and special education staff. This accessibility can be in the form of consultative services within the special education model as well as, the pre-referral process.

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
Firely Home for Kids	Nonresident	Allentown School District	5
Lehigh County Prison	Incarcerated	Allentown School District	8
Good Shepherd Home	Nonresident	Allentown School District	0

Step by Step Group Home	Nonresident	Allentown	0
Community Options Inc	Nonresident	Allentown	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bucks Co. -IU Quakertown SD	Neighboring School Districts	Multiple Disabilities - Residential placement outside the District	1
CLIU Allentown Learning and Achievement School (ALAS)	Special Education Centers	Alternate Education Setting program - Emotional Support	13
CLIU Carbon Learning and Achievement School (CLAS)	Special Education Centers	Alternate Education Setting program - Emotional Support	5
CLIU Lehigh Learning Achievement School (LLAS)	Special Education Centers	Alternate Education Setting program - Emotional Support	22
CLIU Catasauqua SD HS	Neighboring School Districts	Multiple Disabilities- Behavioral Support	4
CLIU Catasauqua SD MS	Neighboring School Districts	Multiple Disabilities- Behavioral Support	2
Centennial - Lehigh University	Approved Private Schools	Emotional Support	4
CLIU Northern Lehigh SD HS	Neighboring School Districts	MDS	1
CLIU Northern Lehigh SD MS	Neighboring School Districts	Multiple Disabilities- Behavioral Support	1
CLIU Northwestern Lehigh SD Weisenberg Elementary School	Neighboring School Districts	Multiple Disabilities- Behavioral Support	2
CLIU Palmerton Enhanced Autism	Special Education Centers	Autistic Support - Enhanced Support	2
CLIU Parkland SD High School	Neighboring School Districts	Deaf/Hard of Hearing	6
Community Service Foundation - Pottsgrove SD	Neighboring School Districts	Emotional Support	1
CLIU East Penn SD High School	Neighboring School Districts	Life Skills	1
CLIU Northern Lehigh SD - Peters Elemementary	Neighboring School Districts	MDS	1

CLIU Parkland SD Schnecksville Elementarry	Neighboring School Districts	Deaf/Hard of Hearing	7
CLIU Parkland SD Middle School	Neighboring School Districts	Deaf/Hard of Hearing	2
Devereux	Approved Private Schools	Emotional Support - residential	1
CLIU Lehigh Enhanced Autism	Special Education Centers	Autistic Support- Enhanced Support	12
CLIU Project Search	Other	Life Skills Support- Transition to Work Program	2
CLIU Vocational Independence Program (VIP)	Other	Life Skills Support- Transition to Work Program	3
Lehigh Career & Technical Institute- Academic Center	Neighboring School Districts	Learning Support	12
Lehigh Career & Technical Institute- Career Academy Program (CAP)	Neighboring School Districts	Learning Support	15
Lehigh Career & Technical Institute- Career Academy Program (CAP)	Neighboring School Districts	Emotional Support	3
Pennridge SD- Community Services Foundation	Neighboring School Districts	Emotional Support	1
CLIU Parkland SD Ironton Elementary School	Neighboring School Districts	Multiple Disabilities- Behavioral Support	3
CLIU Parkland SD- Kernsville Elementary School	Neighboring School Districts	Multiple Disabilities- Functional Support	1
Hopewell SD	Neighboring School Districts	Life Skills Support- Pediatric Speciality Care	1
Colonial IU 20- Colonial Academy	Special Education Centers	Alternative Education Setting- Emotional Support	1
CLIU Catasauqua SD- Sheckler Elementary School	Neighboring School Districts	Multiple Disabilities- Functional Support	1
Bucks County IU- Manthom House	Other	Residental	1
Central Susquehanna Intermediate Unit	Other	Learning Support- Ashley Manor Residental Treatment Facility	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	3	0.3
Locations:				
Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	14	0.7
Locations:				
Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2017

Reason for the proposed change: No room on AS caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	9	0.4
Locations:				
Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	8	0.4
Locations:				
Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Autistic Support	8 to 8	1	0.2

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

Program Position #3

   Operator: School District
   PROGRAM DETAILS
      Type: Class
      Implementation Date: March 27, 2018
      Reason for the proposed change: Corrected school name; added segment to adjust for more LRE opportunities
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.8
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #4

   Operator: School District
   PROGRAM DETAILS
      Type: ClassandPosition
      Implementation Date: March 27, 2018
      Reason for the proposed change: increased LRE options
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	7	0.87
Locations:				
Central Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 7	1	0.12
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

   Operator: School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	6	0.4
Locations:				
Cleveland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.6
Locations:				
Cleveland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

> *Operator:* School District

PROGRAM DETAILS
> *Type:* Class
> *Implementation Date:* March 27, 2018
> *Reason for the proposed change:* Increase participation in LRE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	4	0.5
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	2	0.25
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	2	0.25
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

> *Operator:* School District

PROGRAM DETAILS
> *Type:*
> *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:* AS roster over caseload; new class not yet opened
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	3	0.1
Justification: K student receives small group instruction/individualized instruction within that grade level				
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	0.7
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 6	1	0.2
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.3
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.7
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	9	1
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 4, 2018

Reason for the proposed change: Participation in LRE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 9	5	0.6
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	3	0.4
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 18, 2018

Reason for the proposed change: change of support for LRE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	8	1
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

   Operator: School District
   PROGRAM DETAILS
     Type: Class
     Implementation Date: March 28, 2017
     Reason for the proposed change: change for LRE support and delivery of services
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	3	0.4
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	1	0.1
Locations:				
Jeferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16

   Operator: School District
   PROGRAM DETAILS
     Type: Position
     Implementation Date: March 27, 2018
     Reason for the proposed change: Increase in students participating with their non-disabled peers.
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.5
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Emotional Support	11 to 11	3	0.3
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	2	0.2
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	2	0.15
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	11	0.85
Justification: mixed grade level roster; no groups seen outside age variance				
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.07
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	14	0.93
Locations:				
Jefferson Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		

Program Position #19

        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	9	0.9
Locations:				
Lehigh Parkway Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #20

        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: September 6, 2016
            Reason for the proposed change: Increase population of eligible students
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	14	0.8
Locations:				
Lehigh Parkway	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.2
Locations:				
Lehigh Parkway Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21

        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 27, 2018
            Reason for the proposed change: adjusted caseload for level of support due to student needs

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 8	2	0.2
Locations:				
McKinley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.8
Locations:				
McKinley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22

  Operator: School District
  PROGRAM DETAILS
    Type:
    Implementation Date:
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	6	0.5
Locations:				
Newcomer Academy/Midway Manor	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	9	0.5
Locations:				
Newcomer Academy/Midway Manor	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23

  Operator: School District
  PROGRAM DETAILS
    Type: Position
    Implementation Date: December 1, 2016
    Reason for the proposed change: Addition of program segment and correction of caseload
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	9	0.5
Justification: mixed grade level roster; no groups outside the age range variance				
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	0.5
Justification: mixed grade level roster; no groups seen outside the age range variance				
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	4	0.4
Justification: mixed grade level roster; no groups seen outside the age range variance				
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.6
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	0.7
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	0.3
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District
PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: March 27, 2018
    Reason for the proposed change: adjusted based on student need and more opportunity for LRE
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 7	11	0.13
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	7	0.87
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27
    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: March 27, 2018
        Reason for the proposed change: adjusted based on caseload and more opportunity for LRE particiaption
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 12	4	0.4
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	7	0.6
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28
    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: March 27, 2018
        Reason for the proposed change: adjusted for caseload and more participation in LRE

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	7 to 8	3	0.75
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	6 to 6	1	0.25
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

      Operator: School District

      PROGRAM DETAILS

          Type: ClassandPosition

          Implementation Date: March 27, 2018

          Reason for the proposed change: adjusted for caseload and more participation with regular ed peers

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 10	4	0.6
Locations:				
Mosser Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	8 to 11	2	0.4
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: adjust for caseload and more LRE opportunities

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 9	5	0.7
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	2	0.3
Locations:				
Muhlenberg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change: Correction to FTE; add segment- AS class over roster and new class not yet open

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	5	0.15
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	12	0.6
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	2	0.25
Locations:				
Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.3
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	10	0.7
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	0.65
Locations:				
Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.35
Locations:				

Muhlenberg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: September 1, 2016

            Reason for the proposed change: Movement of MDS class to room 209. This Autistic Support class will be relocated to room 301 in the same building.

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	0.1
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	18	0.9
Locations:				
Ramos Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		

Program Position #39
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	5	0.25
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.75
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	6	0.3
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	0.7
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* September 1, 2016

Reason for the proposed change: Room 209 is a larger room and has toileting facilities that are needed for the students. The program will remain in the current building on the same floor.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 9	6	1
Locations:				
Ramos Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change: add a segement; AS is over caseload and new class has not yet opened

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	11	0.6
Justification: mixed grade level roster; students are not seen in groups outside of age range variances				
Locations:				
Ritter Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	6	0.2
Justification: mixed grade level roster; groups are not seen outside of age range variances				
Locations:				
Ritter Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #43

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE

Support				
Itinerant	Learning Support	8 to 11	11	0.55
Locations:				
Ritter Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	9	0.45
Locations:				
Ritter Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
Reason for the proposed change: add segment to reflect current caseload and more opportunities for regular education opportunities
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 8	7	0.87
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 5	1	0.12
Locations:				
Roosevelt Elementary School	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #45
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
Reason for the proposed change: adjust for more opportunities for LRE
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	5	0.65
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	2	0.25
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.1
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

            Reason for the proposed change: more opportunity for participation with regular ed peers

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 7	6	0.6
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	3	0.3
Locations:				
Roosevlt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	1	0.1
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

            Reason for the proposed change: add segments; more opportunities for participation with regular ed peers;

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 10	7	0.6
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	3	0.3
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	2	0.1
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	11	0.5
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.5
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	8	0.5
Locations:				

| Roosevelt Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	8	0.5
Locations:				
Roosevelt Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50
       Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	5	0.29
Locations:				
Sheridan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	0.71
Locations:				
Sheridan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #51
       Operator: School District
      PROGRAM DETAILS
          Type:
          Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	11	0.3
Locations:				
Sheridan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	14	0.7
Locations:				
Sheridan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #52
       Operator: School District

PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #53
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	8	1
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #54
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
Reason for the proposed change: update caseload and add segments as opportunities with regular ed peers increased
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	9	0.8
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	1	0.1
Locations:				
Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	1	0.1
Locations:				

Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #55

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

            Reason for the proposed change: update caseload and as segments as opportunities with regular ed peers increased

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	10	0.8
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 12	2	0.2
Locations:				
Union Terrrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56

      Operator: School District

      PROGRAM DETAILS

            Type:

            Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	3	0.2
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	0.8
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57

      Operator: School District

      PROGRAM DETAILS

            Type:

            Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.2
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	0.8
Locations:				
Union Terrace Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #58

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:* additional segment- AS class over max; new class not yet added; adjusted caseload and FTE
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	6	0.5
Justification: mixed grade level roster; no groups seen outside the age range variance				
Locations:				
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	5	0.3
Justification: mixed grade level roster; no groups seen outside the age range variance				
Locations:				
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.2
Locations:				
Washington Elementary School	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #59

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	7	0.44
Locations:				
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	9	0.56
Locations:				
Washington Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #60

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* April 25, 2017
> > *Reason for the proposed change:* Justification included; change from LS to ES
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	17 to 20	4	1
Justification: Program in Lehigh County Prison; split session for youth in adult facility				
Locations:				
Incarcarated Youth Program	A Senior High School Building	A building in which General Education programs are operated		

Program Position #61

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:* program was moved to William Penn building for both middle school and high school students
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	2	1
Locations:				
William Penn Building	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #62

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* September 1, 2015

Reason for the proposed change: Class and position are being moved and converted to an Autistic Support Program at Dieruff High School.
Justification: Compliance for classroom location was marked as inappropriate.
Explain any unchecked boxes for facilities questions: The Full time Emotional Support program is located in a building where alternative educational programming is being offered. The class is separate from the alternative education program to ensure that interaction with other students is minimal.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	15 to 19	12	1
Locations:				
Full time Emotional Support Program at William Penn	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	6	0.9
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.1
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #64
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.8
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 12	3	0.2

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

Program Position #65

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	0.7
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	5	0.3
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #66

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	0.7
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.3
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #67

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.15
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	17	0.85
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #68

      Operator: School District

      PROGRAM DETAILS

         Type:

         Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.3
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.7
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #69

      Operator: School District

      PROGRAM DETAILS

         Type:

         Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	14	0.8
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.2
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #70
        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 27, 2018
            Reason for the proposed change: add segments to reflect current caseload and more opportunities for participation with regular ed peers
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	6	0.75
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	2	0.25
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #71
        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: March 27, 2018
            Reason for the proposed change: update caseload to reflect current students
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	8	0.67
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	4	0.33
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #72

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	11	0.61
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	7	0.39
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #73

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change: added second segment and corrected caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	0.83
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	3	0.17
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #74

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	0.7

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.3
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #75
      Operator: School District
      PROGRAM DETAILS
         Type:
         Implementation Date:
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	0.8
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	4	0.2
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #76
      Operator: School District
      PROGRAM DETAILS
         Type: Position
         Implementation Date: March 27, 2018
         Reason for the proposed change: added 2 segments and corrected caseload and FTE to reflect current students
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.6
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.3

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.1
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #77
        Operator: School District
        PROGRAM DETAILS
            Type:
            Implementation Date:
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	0.65
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.35
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #78
        Operator: School District
        PROGRAM DETAILS
            Type: ClassandPosition
            Implementation Date: March 27, 2018
            Reason for the proposed change: add segment to reflect current caseload and more opportunities for participation with regular ed peers
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	6	0.75
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 13	2	0.25
Locations:				

South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #79

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

            Reason for the proposed change: add segment to reflect current caseload and more opportunities for participation with regular ed peer

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 13	7	0.88
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #80

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

            Reason for the proposed change: add segment to reflect current caseload and more opportunities for participation with regular ed peer

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 13	3	0.38
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	3	0.37
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	12 to 13	2	0.25
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #81

     Operator: School District
     PROGRAM DETAILS
          Type: ClassandPosition
          Implementation Date: March 27, 2018
          Reason for the proposed change: add segments to reflect current caseload and more opportunities for participation with regular ed peer
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 11	1	0.11
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	7	0.78
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.11
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #82

     Operator: School District
     PROGRAM DETAILS
          Type:
          Implementation Date:
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	13	0.76
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.24

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

Program Position #83

       Operator: School District
       PROGRAM DETAILS
          Type: Position
          Implementation Date: December 1, 2016
          Reason for the proposed change: add segment to reflect current caseload
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	14	0.74
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.26
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #84

       Operator: School District
       PROGRAM DETAILS
          Type:
          Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	14	0.66
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.34
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #85

       Operator: School District
       PROGRAM DETAILS
          Type:
          Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	14	0.93
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.07
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #86
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.93
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.07
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #87
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	16	0.94
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.06
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #88

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	19	0.95
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.05
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #89

       Operator: School District
       PROGRAM DETAILS
           Type:
           Implementation Date:
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	20	0.9
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #90

       Operator: School District
       PROGRAM DETAILS
           Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 11	1	0.07
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 12	14	0.93
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #91

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 13	5	0.33
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 13	10	0.67
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #92

      Operator: School District

      PROGRAM DETAILS

          Type:

          Implementation Date:

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 14	7	0.64
Locations:				
South Mountain Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 14	4	0.36
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #93

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: remove segment and adjusted caseload to reflect current roster

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	11 to 14	5	1
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #94

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: add segment to reflect current caseload and more opportunities for participation with regular ed peer

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	5	0.4
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	5	0.4
Locations:				
Trexler Middle Scholl	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	2	0.2
Locations:				

trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #95
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	4	0.6
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 14	3	0.4
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #96
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	6	0.5
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	6	0.5
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #97
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	8	0.6
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	6	0.4
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #98

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.9
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #99

        Operator: School District

        PROGRAM DETAILS

            Type:

            Implementation Date:

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.7
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	12 to 13	6	0.3

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

Program Position #100

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	14	0.7
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	6	0.3
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #101

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	0.6
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.4
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #102

    Operator: School District

    PROGRAM DETAILS

        Type:

        Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.7
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	5	0.3
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #103
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:* adjust for to current caseload; alter segment for level of support to include opportunity for more participation with general ed peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 19	7	0.87
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 19	1	0.13
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #104
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:* add segment to adjust to current caseload and more opportunity for participation with general ed peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Emotional Support	15 to 18	10	0.8

Type of Support	Level of Support	Age Range	Caseload	FTE
but More Than 20%)				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	2	0.2
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #105
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
Reason for the proposed change: add segment to update to current caseload due to more opportunities for participation with general education peers
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	11	0.95
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.05
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #106
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
Reason for the proposed change:
add segments to update to current caseload due to more opportunities for participation with general education peers
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	8	0.7
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	16 to 20		4	0.2
Locations:					
William Allen High School	A Senior High School Building	A building in which General Education programs are operated			

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	19 to 19	1	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #107

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	3	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	0.9
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #108

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>>> add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	16	0.9
Justification: student out of range attends the re-engagement center; not educated in the same class or building with younger students				
Locations:				
Willam Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #109
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>> add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.8
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	4	0.2
Locations:				
William Allenn High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #110
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>> add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.3
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	12	0.7
Justification: during a one math class- 16 yr old 10th grader in class with a 20 yr old repeater				

Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #111

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* change segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	19	1
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #112

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:*
>> *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	16	0.9
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #113

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>> add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	21	0.95
Locations:				
William Allen HIgh School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #114
>
> *Operator:* School District
>
> **PROGRAM DETAILS**
>> *Type:* Position
>>
>> *Implementation Date:* March 27, 2018
>>
>> *Reason for the proposed change:* correction of caseload numbers
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	19	0.9
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #115
>
> *Operator:* School District
>
> **PROGRAM DETAILS**
>> *Type:* Position
>>
>> *Implementation Date:* March 27, 2018
>>
>> *Reason for the proposed change:* correction of caseload and FTE
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	7	0.35
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 20	12	0.65
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #116

    Operator: School District
    PROGRAM DETAILS
        Type: Position
        Implementation Date: March 27, 2018
        Reason for the proposed change: correction to caseload and FTE
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	3	0.2
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	14	0.8
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #117

    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: March 27, 2018
        Reason for the proposed change:
        add segment to update to current caseload due to more opportunities for participation with general education peers
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	17	0.85
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	3	0.15
Locations:				
William Allen High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Program Position #118

      Operator: School District

      PROGRAM DETAILS

          Type: Position

          Implementation Date: March 27, 2018

          Reason for the proposed change: correction of caseload and FTE

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	13	0.75
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.25
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #119

      Operator: School District

      PROGRAM DETAILS

          Type: Position

          Implementation Date: March 27, 2018

          Reason for the proposed change: correction of FTE and caseload.

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.8
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.2
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #120

      Operator: School District

      PROGRAM DETAILS

          Type: Position

          Implementation Date: March 27, 2018

          Reason for the proposed change: correction to caseload and FTE

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	21	0.9
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #121

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change:

add segment to update to current caseload due to more opportunities for participation with general education peers

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	10	0.5
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	12	0.5
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #122

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change: correction of FTE and caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 21	7	0.4
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.6
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #123
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>> add segments to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	11	0.85
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	1	0.15
Justification: students are grouped by ability level				
Locations:				
Willam Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #124
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:*
>> add segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	9	0.9
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 15	1	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #125
  Operator: School District
  PROGRAM DETAILS
    Type: Position
    Implementation Date: March 27, 2018
    Reason for the proposed change:
    add segment to update to current caseload due to more opportunities for participation with general education peers
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	8	0.8
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	2	0.2
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #126
  Operator: School District
  PROGRAM DETAILS
    Type: ClassandPosition
    Implementation Date: March 27, 2018
    Reason for the proposed change:
    add segment to update to current caseload due to more opportunities for participation with general education peers
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	5	0.4
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	3	0.2
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 21	6	0.4
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #127
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 21	6	1
Justification: program meets students needs; instruction by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #128
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 21	5	1
Justification: program meets students need; instruction by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #129
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:*
> > *Implementation Date:*
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Autistic Support	14 to 20	5	0.62
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 19	3	0.37
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #130
Operator: School District
PROGRAM DETAILS
    Type:
    Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	14	1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #131
Operator: School District
PROGRAM DETAILS
    Type: Position
    Implementation Date: March 27, 2018
    Reason for the proposed change: add segments to update to current caseload due to more opportunities for participation with general education peers ; mixed caseload with LS/ES
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	15	0.8
Justification: students are seen by course need				
Locations:				
Dieruff High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

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

Program Position #132
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 27, 2018
Reason for the proposed change: correction to caseload/FTE
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 17	1	0.12
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	13	0.87
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #133
Operator: School District
PROGRAM DETAILS
Type:
Implementation Date:
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	19	1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #134
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 27, 2018
Reason for the proposed change: correction of FTE/caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	5	0.35
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	10	0.65
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #135

   Operator: School District
   PROGRAM DETAILS
      Type:
      Implementation Date:
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	19	1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #136

   Operator: School District
   PROGRAM DETAILS
      Type:
      Implementation Date:
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	19	1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #137

   Operator: School District
   PROGRAM DETAILS
      Type: Position
      Implementation Date: March 27, 2018
      Reason for the proposed change:
      add segment to update to current caseload/FTE
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	15	0.85
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.15
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #138
>>Operator: School District
>>**PROGRAM DETAILS**
>>>Type:
>>>Implementation Date:
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #139
>>Operator: School District
>>**PROGRAM DETAILS**
>>>Type: Position
>>>Implementation Date: March 27, 2018
>>>Reason for the proposed change:
>>add segments to update to current caseload due to more opportunities for participation with general education peers
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	2	0.1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	14	0.7
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	16 to 16	1	0.2
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #140

       Operator: School District

       PROGRAM DETAILS

              Type: Position

              Implementation Date: March 27, 2018

              Reason for the proposed change:

                 add segments to update to current caseload due to more opportunities for participation with general education peers

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	9	0.6
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	4	0.2
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #141

       Operator: School District

       PROGRAM DETAILS

              Type: Position

              Implementation Date: March 27, 2018

              Reason for the proposed change:

                 add segments to update to current caseload due to more opportunities for participation with general education peers

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	14 to 19	9	0.65

but More Than 20%)				
Justification: students are seen according to course need				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	3	0.2
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 17	2	0.15
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #142

Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 27, 2018
Reason for the proposed change:
add segments to update to current caseload due to more opportunities for participation with general education peers
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	5	0.3
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	8	0.55
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	2	0.15
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #143

     Operator: School District
     PROGRAM DETAILS
        Type: Position
        Implementation Date: March 27, 2018
        Reason for the proposed change:
          add segments to update to current caseload due to more opportunities for participation with general education peers
     PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	15	0.9
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.05
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #144

     Operator: School District
     PROGRAM DETAILS
        Type: Position
        Implementation Date: March 27, 2018
        Reason for the proposed change:
          add/ change/segment to update to current caseload due to more opportunities for participation with general education peers
     PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.95
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.05

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

Program Position #145

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 27, 2018

            Reason for the proposed change: change segments to update to current caseload due to more opportunities for participation with general education peers

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	17	0.95
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.05
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #146

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 27, 2018

            Reason for the proposed change:

              add segments to update to current caseload due to more opportunities for participation with general education peers

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.15
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.75
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	2	0.1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #147

>>*Operator:* School District
>>**PROGRAM DETAILS**
>>>*Type:* Position
>>>*Implementation Date:* March 27, 2018
>>>*Reason for the proposed change:*
>>>>add segment to update to current caseload
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 18	2	0.2
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 20	10	0.8
Justification: students taught by ability level				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #148

>>*Operator:* School District
>>**PROGRAM DETAILS**
>>>*Type:* ClassandPosition
>>>*Implementation Date:* March 27, 2018
>>>*Reason for the proposed change:* change segment; add segment to reflect current caseload
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 20	10	0.9
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	21 to 21	1	0.1

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

Program Position #149

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

Reason for the proposed change: change of program segment and correction of FTE/Caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	3	0.25
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	0.75
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #150

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: add segment to reflect current caseload and needs of students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	6	0.8
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 11	1	0.2
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #151

Operator: School District

PROGRAM DETAILS

> *Type:* ClassandPosition
> *Implementation Date:* March 2, 2015

PROGRAM SEGMENTS

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

Program Position #152

> *Operator:* School District

PROGRAM DETAILS

> *Type:* ClassandPosition
> *Implementation Date:* March 27, 2018
> *Reason for the proposed change:* add segments; update caseload to reflect needs of students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	5	0.62
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 8	3	0.37
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #153

> *Operator:* School District

PROGRAM DETAILS

> *Type:* ClassandPosition
> *Implementation Date:* March 27, 2018
> *Reason for the proposed change:* add segment'; update caseload to reflect needs of the students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	1	0.12
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	7	0.87
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #154
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* September 1, 2015
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	7	0.44
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	9	0.56
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #155
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* add segments to reflect needs of current caseload and more opportunities for participation with regular education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 13	1	0.1
Locations:				
Harrison-Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	10	0.8
Locations:				
Harriosn Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Program Position #156

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Class
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:*
> > add segment/ change segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16	5	0.55
Locations:				
Dieruff High school	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	4	0.45
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #157

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition
> > *Implementation Date:* March 27, 2018
> > *Reason for the proposed change:*
> > add segment and change segment to update to current caseload due to more opportunities for participation with general education peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	13	0.9
Locations:				
Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 15	1	0.1
Locations:				
William Allen High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Program Position #159

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* January 4, 2016
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	8	1
Locations:				
Luis Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #160

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* adjust for caseload and more participation in LRE
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	7	0.87
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 8	1	0.13
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #161

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* add segments to reflect caseload and more
>> opportunities of participation with regular ed peers
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	8	0.72
Locations:				
Ritter Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	9 to 9	1	0.1
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	2	0.18
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #162

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* October 3, 2016
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	12 to 14	6	1
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #163

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* ClassandPosition
>> *Implementation Date:* March 27, 2018
>> *Reason for the proposed change:* add segments to reflect current caseload and more opportunities for participation with regular ed peer
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	10	0.5
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	12 to 12	1	0.1
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 13	4	0.4
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #164

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: add segment to reflect current

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	6	0.75
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 13	2	0.25
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #165

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

Reason for the proposed change: classroom moved from Lincoln to Jackson Early Childhood Center for the start of the 2017-2018 school year. Lincoln Early Childhood Center closed; changed segment to reflect needs of students

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 6	8	1
Locations:				
Jackson Early Childhood Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #166

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018
Reason for the proposed change: change segment and update to current caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	15 to 21	6	1
Justification: program meets student needs; instruction by ability				
Locations:				
Dieruff	A Senior High School Building	A building in which General Education programs are operated		

Program Position #168

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: September 4, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	10	0.8
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	2	0.2
Locations:				
Dodd Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #169

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: March 27, 2018
Justification: Compliance for proximity to home was marked as inappropriate.
Explain any unchecked boxes for facilities questions: add building- originally mislabeled ; add segments to reflect current caseload and more opportunities for participation with regular ed peers

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 10	6	0.8
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.12
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.08
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #170

    Operator: School District

    PROGRAM DETAILS

        Type: ClassandPosition

        Implementation Date: March 27, 2018

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 8	5	0.5
Justification: Student's data is being collected, for more opportunities for participation in their least restrictive environment.				
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 8	1	0.1
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	4	0.4
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #171

    Operator: School District

    PROGRAM DETAILS

        Type: ClassandPosition

        Implementation Date: March 1, 2018

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 13	14	1
Justification: Students are services by grade level in the co-teaching model and/or pull out by grade level.				

Locations:				
K-6 New Comer Academy	An Elementary School Building	A building in which General Education programs are operated		

Program Position #172

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
Locations:				
Muhlenburg	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #173

Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 28, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	5	0.7
Locations:				
Roosevelt Elemenntary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 9	1	0.17
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #175

Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 17	8	1
Locations:				
Dieruff High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #176
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	6 to 7	4	1
Locations:				
Luis Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #177
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 28, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	5	0.5
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	8 to 12	4	0.5
Justification: SITES room; students are grouped by ability level age range variance forms are signed for each student				
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #178
Operator: School District
PROGRAM DETAILS
Type: ClassandPosition
Implementation Date: March 28, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Emotional Support	7 to 10	3	1
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #179

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.4
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	14	0.47
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #180

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 15	2	0.15
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	9	0.7
Locations:				
William Allen High School	A Senior High	A building in which General		

Type of Support	Level of Support	Age Range	Caseload	FTE
	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	2	0.15
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #181
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* September 6, 2016
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	8	0.4
Justification: mixed grade level roster; no groups seen outside the age range variance				
Locations:				
Sheridan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	14	0.6
Locations:				
Sheridan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #182
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 1, 2017
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 21	14	0.7
Locations:				
GAIN Program/ William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	2	0.1
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Emotional Support	17 to 19	4	0.2

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

Program Position #183

       Operator: School District

       PROGRAM DETAILS

              Type: ClassandPosition

              Implementation Date: March 27, 2018

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 14	8	1
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #184

       Operator: School District

       PROGRAM DETAILS

              Type: ClassandPosition

              Implementation Date: March 27, 2018

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	2	0.33
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	3	0.5
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.17
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #185

       Operator: School District

       PROGRAM DETAILS

              Type: Position

              Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	9	0.75
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	3	0.25
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #186
>
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	4	0.25
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	12	0.75
Justification: caseload is mixed grade level; classes are not outside of the age range.				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #187
>
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	2	0.3
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.7
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #188
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	19 to 19	1	0.1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	0.65
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	5	0.25
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #189
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	4	0.2
Justification: mixed grade level roster; groups are not seen outside age range variance				
Locations:				
McKinley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	10 to 12	11	0.8

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

Program Position #190

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	8	0.3
Justification: Itinerant level of support K-5. Teacher services the students in small groups based on grade level.				
Locations:				
Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	20	0.7
Justification: Itinerant level of support K-5. Teacher services the students in small groups based on grade level.				
Locations:				
Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #191

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	12	0.6
Justification: Itinerant level of support. Students serviced by grade level in small group.				
Locations:				
Lehigh Parkway Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	3	0.4
Locations:				
South Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #192

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	4	0.6
Justification: Itinerant level of support. Student are serviced by grade level in small groups.				
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	9	0.4
Justification: Itinerant level of support. Students are serviced in small groups by grade level.				
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #193

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 16	2	1
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #194

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	3	0.2
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	5 to 11	14	0.8
Justification: Itinerant level of support. Students serviced in small groups by grade level.				
Locations:				
Sherridan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #195
       Operator: School District
       PROGRAM DETAILS
           Type: Position
           Implementation Date: March 27, 2018
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	9	0.4
Locations:				
Jackson Early Childhood Center School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	5	0.4
Justification: Itinerant level of support. Students serviced by grade level in small groups.				
Locations:				
Muhlenberg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	6	0.2
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #196
       Operator: School District
       PROGRAM DETAILS
           Type: Position
           Implementation Date: March 27, 2018
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	10	0.5
Justification: Itinerant level of support. Student serviced in small group by grade level.				
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	8	0.3
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
McKinley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	9	0.1
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Cleveland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 15	3	0.1
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #197
>Operator: School District
>### PROGRAM DETAILS
>>Type: Position
>>Implementation Date: March 7, 2018
>### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 11	15	1
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #198
>Operator: School District
>### PROGRAM DETAILS
>>Type: Position
>>Implementation Date: March 27, 2018
>### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	8	0.6
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	8	0.4
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #199
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	7	0.4
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Muhlemburg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	5	0.4
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 6	2	0.2
Locations:				
Jackson Early Childhood Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #200
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	15	0.8
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				

Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 12	1	0.2
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #201
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	14	0.9
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	3	0.1
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
New Comer Academy K-6 Lincoln	An Elementary School Building	A building in which General Education programs are operated		

Program Position #202
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	3	0.2
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Louis E Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	8	0.5

Justification: K-5 Itinerant Support; students seen within age range for group				
Locations:				
Lehigh Parkway Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #203

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 27, 2018

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	19	0.6
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	12	0.4
Justification: Itinerant level of support. Students serviced in small group by grade level.				
Locations:				
Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #204

      Operator: School District

      PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 31, 2017

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 17	6	0.8
Justification: Students are grouped by ability level and age variance forms are signed				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	18 to 18	1	0.2
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #206

      Operator: School District

PROGRAM DETAILS
>> *Type:* Position
>> *Implementation Date:* March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	21	0.8
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.2
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Program Position #207

>> *Operator:* School District

PROGRAM DETAILS
>> *Type:* Position
>> *Implementation Date:* March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	22	0.8
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	2	0.2
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Program Position #208

>> *Operator:* School District

PROGRAM DETAILS
>> *Type:* Position
>> *Implementation Date:* March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.5
Locations:				

Jefferson	An Elementary School Building	A building in which General Education programs are operated	

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 18	1	0.5
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #209
       Operator: School District
       PROGRAM DETAILS
              Type: Position
              Implementation Date: March 27, 2018
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 10	2	0.5
Locations:				
Muhlenberg Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.25
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.25
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #210
       Operator: School District
       PROGRAM DETAILS
              Type: Position
              Implementation Date: March 27, 2018
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	6 to 6	1	0.5
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	18 to 18	1	0.5
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #211

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	5	0.5
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	4	0.5
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #212

> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2016
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	11	0.6
Justification: 5 students are itinerant learning support				
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.4
Locations:				
Central Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #213

> *Operator:* School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 7, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	6	0.75
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Locations:				
Ritter Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #214

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	20	0.8
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.2
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Program Position #215

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 5	1	0.05
Locations:				
Jackson Early	An Elementary School	A building in which General Education		

Childhood Center	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.05
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.1
Locations:				
McKinley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.05
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.05
Locations:				
Luis A Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 7	1	0.05
Locations:				
Roosevelt Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.05
Locations:				
Sheridan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.05
Locations:				
Union Terrace Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.05
Locations:				
Washington Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.05
Locations:				
Harrison Morton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 12	4	0.3
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.05
Locations:				
Building 21	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 17	2	0.1
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #216

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.4
Locations:				
Cleveland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	8	0.6
Locations:				
Cleveland Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #217
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	10	0.6
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.4
Locations:				
Dodd Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #218
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 27, 2018
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	6	0.25
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	18	0.75
Locations:				
Jefferson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #219
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* ClassandPosition

Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	6	0.6
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 11	4	0.4
Locations:				
Mosser Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #220
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	5	0.3
Locations:				
Luis Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	10	0.7
Locations:				
Luis Ramos Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #221
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 27, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	0.6
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.4
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #222

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 13	3	0.6
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 13	1	0.2
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.2
Locations:				
Raub Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #223

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	4	0.4
Locations:				
Treexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning	11 to 13	5	0.5

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 15	1	0.1
Locations:				
Trexler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #224
   Operator: School District
   PROGRAM DETAILS
     Type: ClassandPosition
     Implementation Date: March 27, 2018
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 20	1	0.1
Justification: students are grouped by ability level age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 20	7	0.9
Justification: students are grouped by ability level and age range variance forms are signed for each student				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #225
   Operator: School District
   PROGRAM DETAILS
     Type: ClassandPosition
     Implementation Date: March 27, 2018
   PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	13	0.9
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	19 to 19	1	0.1

Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #226

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 21	1	0.1
Justification: students are grouped by ability and age level.				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	4	0.4
Justification: students are grouped by ability and age level.				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	5	0.5
Justification: students are grouped by ability and age level.				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #227

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 19	6	0.35
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special	Life Skills Support	14 to 19	6	0.4

Education Class				
Justification: students are grouped by ability level				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 19	2	0.25
Justification: students are grouped by ability				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #228

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	2	0.2
Locations:				
William Allenn High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	0.8
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #229

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	16	0.9
Justification: mixed grade roster; students not seen in groups outside age variance				
Locations:				
William Allen High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.1

Locations:				
William Allen High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #230

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 27, 2018

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	4	0.25
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	9	0.75
Justification: students are grouped by ability level and age range variance forms are signed for each student				
Locations:				
Dieruff High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #231

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: March 28, 2018

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	3	0.5
Locations:				
Buildign 21	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Special Education	District Level	1
Behavior Specialists	Various Schools: Elementary, Middle, High Schools	10
Director of Special Education	District Level	1

Full-Time Paraeducators	Various Schools: Elementary, Middle, High Schools	195
School Guidance	Elementary Schools	15
School Guidance	Middle Schools	13.5
School Guidance	High Schools	20.5
School Psychologists	District-wide	18
Special Education Facilitators	District-wide	12
Certified Occupational Therapist R/L Facilitator	District-wide	1
Certified Occupational Therapy Assistants	District-wide	4
Speech and Language Therapist	District-wide	15
Deaf and Hard of Hearing Support Teacher	District-wide	1
Teacher of the Blind and Visually Impaired	District-wide	2
Certified Occupational Therapist R/L	District-wide	1
Physical Support Teacher	District-wide	1
Vision Support Clerical/Aide	District-wide	1
Multi-Disabilities Nurse	District Wide	6
Secretary/Access Medicaid Entry	Administration Building	1
Special Education Chair	High Schools	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Educational Audiologist	Intermediate Unit	40 Hours
Emotional Support	Intermediate Unit	59 Hours
Interpreter	Intermediate Unit	232.45 Hours
Occupational Therapy	Intermediate Unit	3.18 Hours
Physical Therapy	Intermediate Unit	21.2 Hours
Vision Orientation Mobility	Intermediate Unit	13.35 Hours
Work Based Learning	Intermediate Unit	272.65 Hours
Speech and Language Pathology	Intermediate Unit	68.7 Hours
Learning Support	Intermediate Unit	58.4 Hours
School Psychologist Service	Outside Contractor	50 Hours

District Level Plan

Special Education Personnel Development

Autism

Description	**Professional Development Session- Developing Structure for the Autistic Support Classroom**. Teachers will be given a number of strategies to use to create a learning environment that meets the educational and behavioral needs of students with autism. **Professional Development Session- Using the Unique Learning System**. The Unique Learning System is an online, interactive, standards-based curriculum designed for students with special needs. Participants will be provided with learning opportunities to utilize/extend the use of this program within their classroom. **Professional Development Session- Introduction and Use of Applied Behavior Analysis to Educate Students**. Applied Behavior Analysis (ABA) provides an evidence-based framework for addressing the needs of students with autism. By analyzing the relationship between the antecedent, the behavior, and the consequence, educators or school teams (teachers, principals, counselors, related service providers) can begin to develop a comprehensive plan for changing behavior.
Person Responsible	Brian Siket, Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	25
Provider	Special Education Facilitators, CLIU staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Disability and behavior awareness, Applied Behavior Analysis strategies
Research & Best Practices	ABA is a scientific approach to behavior. Its principles are used to change

Base	and improve behaviors. The effectiveness of these principles has been confirmed by many experimental studies and can be applied in a variety of ways (from infants to adults).
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.
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 Online-Asynchronous Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio Students PASA data

Behavior Support

Description	**Professional Development Session- Student behavior and provision of supports**. To maintain positive behaviors in the classroom and school setting, participants will focus on the analysis/components of behavioral support that include: conducting functional behavioral assessments, creating positive behavior support plans, positive behavior support strategies/interventions, monitoring the effectiveness of a behavior plan and utilizing appropriate accommodations, modifications, and specially designed instruction. **Professional Development Session- Ongoing training – Nonviolent Crisis Intervention, Crisis Prevention Institute (CPI)**. Nonviolent Crisis Intervention has a focus on early intervention to prevent or manage disruptive behavior. Participants learn to identify behaviors that could lead to a crisis and how to effectively respond to behavior to prevent the situation from escalating. Participants learn about the CPI Supportive Stance, demonstrate how to use verbal and nonverbal techniques, as well as, identify staff fear and anxiety in a crisis situation. Participants also learn safety techniques and how to avoid injury of all members involved if student behavior becomes physical. **Professional Development Session- Integrated Experience between Teacher and student**. General education and special education teachers will learn strategies to assess their behavior in the context of their classrooms and in the school environment in order to build better relationships with students. **Professional Development Session- Social Skills Curriculum to support Emotional Support programs at all grade levels.** To support the social-emotional skills of students, especially in emotional support classrooms, a curriculum for emotional support teachers to utilize will also serve to carry over through the learning day of our most intensive behavioral students. A collaboration with our behavior specialists will guide the District in the most appropriate social skills curriculum for our various grade levels.

	Professional Development Session- Student Discipline and IDEA Related Procedures in the School Setting. Participants will increase their understanding of the Manifestation Determination Review process, and creating positive behavior support plans from FBAs.
Person Responsible	Brian Siket, Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	205
Provider	Special Education Facilitators, Special Education Administrators
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers and staff will demonstrate/extend skills in how to: Analyze behaviors in an FBA and create a positive behavior support plan that serves to change student behaviors, Monitor student responsiveness to a behavior plan, MDR document and essential components
Research & Best Practices Base	Functional Behavioral Analysis- creating a positive behavior support plan from the FBA, and monitoring behavior plan effectiveness

Nonviolent Crisis Intervention is a research based, world-wide training program used by human service professionals |
| 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. |
| 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. |

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel 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 Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Paraprofessional

Description	Paraprofessionals support special education students in a multitude of ways in the school setting. They provide academic, behavioral, and social-emotional, guidance to students, as well as, any other capacities to support the educational program of students. **Professional Development Session- Ongoing training of Nonviolent Crisis**

	Intervention Program (CPI). The Nonviolent Crisis Intervention Program provides for the Care, Welfare, Safety, and Security of all during a crisis situation. Early intervention and nonphysical methods for preventing or managing disruptive behavior is the emphasis of this training. Participants will receive renewal training as warranted and new staff will receive initial training. **Professional Development Session- Trauma Sensitivity Training.** This session will provide our paraprofessionals with the background on this topic and how to support our students with trauma in their lives. **Professional Development Session- The ABC's of IEPs including SDI's and PBSP.** This session will focus on the many acronyms in special education as well as relevant parts of the IEP for paraprofessionals supporting students in the school setting (specially designed instruction (SDI) and positive behavior support plans (PBSP). **Professional Development Session- CPR/First Aid Training**. When someone's blood flow or breathing stops, permanent brain damage or death can happen quickly. As staff that can work with students on an individual basis, it is essential that the paraprofessional be equipped to provide support until necessary help arrives. **First aid** is the provision of initial care for an illness or injury. Providing our paraprofessional staff with first aid training is another type of support for our students in the school setting. This is an ongoing training as needed to recertify staff or provide new staff with this training. **Professional Development Session- Lifting and Positioning (MDS classes).** Many of the Multiple Disabilities Support (MDS) students require paraprofessional assistance for lifting, moving, and handling (transferring from a seat to a wheelchair or from a wheelchair to a toilet, being pushed in a wheelchair etc.). This professional development session will address lifting and positioning techniques to ensure a safe environment for students and staff.
Person Responsible	Brian Siket, Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	20
# of Participants Per Session	195

Provider	Special Education Facilitators, Special Education Administrators
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	De-escalation techniques, IEP terminology and knowledge base on pertinent sections of the IEP related to paraprofessional duties (SDI and PBSP), Basic CPR and First Aid to respond to individuals in crisis/and physical needs, Understanding the trauma sensitive student and strategies to support them
Research & Best Practices Base	CPI Training Program/De-escalation techniques/behavior interventions Collecting data as a paraprofessional (behavior plans) Understanding the IEP as a legal document in the school setting Safety and general welfare of students
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 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.
Training Format	LEA Whole Group Presentation 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	Observations; applciation of skill sets learned; modeling
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

Reading NCLB #1

Description	**Professional Development Session- Reading Intervention Programs to Support Special Education Students.** Through collaboration and small learning communities, special education teachers will review System 44/ Read 180 reading programs and support each other through small group focus groups. Focus groups will include all areas of the intervention programs: Whole group instruction, Computer software, Independent reading library, and Small group teacher instruction. **Professional Development Session- Using STAR Reading Data to Write Measureable IEP Goals and Objectives**. Participants will apply STAR reading data from online testing to write appropriate, measureable IEP goals. **Professional Development Session-The Use of Alternative Instructional Materials to Support Reading Skill Development.** Educators will extend their skill sets using the Phonics CHIP Kits and explore other alternative reading strategies such as sight word programs, authentic reading, and reading fluency probes when appropriate to support skill deficits in students.
Person Responsible	Brian Siket, Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0

# of Sessions	20
# of Participants Per Session	120
Provider	special education facilitators, special education administrators, Academic Team
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Apply intervention reading programs with fidelity, Identify specific reading deficits through the use of a variety of assessments
Research & Best Practices Base	Theory of Direct Instruction Data analysis to guide instructional decision-making

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.
	    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.

Training Format	Series of Workshops Professional Learning Communities

Participant Roles	Classroom teachers
	    Principals / Asst. Principals
	    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
	Creating lessons to meet varied student learning styles
	Lesson modeling with mentoring
	analysis of student work
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
	STAR data

Transition

Description	**Professional Development Series- Transition Topics.** Secondary transition is the process of preparing students for life after they leave high school, including participation in post-secondary education or training, employment, and community living. These three areas are often referred to as "post-secondary outcomes" and are the driving force behind individualized Education Programs (IEPs) written for students of transition age. District schools have been divided into cohorts to provide this training on valuable transition topics.
	*Inclusive Practices for Students Ages 14 to 21: Considerations and Concepts
	*The Least Restrictive Environment: What IDEA Says About LRE
	*Secondary Transition: What Educators and Families Need to Know
	*Summary of Academic Achievement and Functional Performance

	*Supplementary Aids and Services
	*Community and Agency Involvement
	*Planning Activities and Appropriate Goals
	*Vocational Assessment
	Parent Training- SMART (Students Moving Ahead and Ready for Transition) and *Works for Me Pennsylvania* are websites that provide guidance for transition activities and many resources to support youth in the transition process. The District will utilize a brochure to create learning opportunities for parents about transition (contact information for websites and for various community agencies that support transition services in Lehigh County and the city of Allentown, as well as OVR, transition agencies and available parent/student supports). The District will promote these training opportunities at IEP meetings.
Person Responsible	Brian Siket, Director of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	6
# of Sessions	2
# of Participants Per Session	48
Provider	Special Education Facilitators, Special Education Administrators, CLIU consultants as needed
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Participants will gain knowledge in activities related to the transition area of the IEP that lead to improved outcomes for special education students in the areas of independent living, employment, and post-secondary education
Research & Best Practices Base	IDEA
	PA Chapter 14
	Resources provided by CLIU and PDE

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 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	Series of Workshops Professional Learning Communities
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Classified Personnel Other educational specialists Related Service Personnel Parents
Grade Levels	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 Creating lessons to meet varied student learning styles 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. Participant survey

Special Education Affirmations

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

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

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

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

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

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer