

Governor Mifflin SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

10 South Waverly Street
 Shillington, PA 19607-2642
 610-775-1461
 Superintendent: Steven Gerhard
 Director of Special Education: Dave Argentati

Planning Committee

Name	Role
Tony Alvarez	Administrator : Special Education
David Argentati	Administrator : Professional Education Special Education Schoolwide Plan
Erika Thomas	Administrator : Special Education
Jennifer Murray	Board Member : Special Education
Brian Davis	Ed Specialist - School Psychologist : Professional Education Special Education
Cyndi Stevens	Elementary School Teacher - Regular Education : Professional Education Special Education
Colleen Rios	High School Teacher - Special Education : Special Education
Michele Bleacher	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 923

Identification Method

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

Discrepancy Model

- The basis of a learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using written or oral language. Identifying a severe discrepancy between ability and achievement is the district's method used to determine how much impact the processing problem has on a student's actual achievement. Discrepancy is a measure of underachievement (the difference between ability and achievement) and severe refers to how much underachievement is required by the district before a student will qualify for special education services. The evaluation team is required to consider a variety of data sources when making an eligibility determination. Ultimately, the evaluation team must decide whether a student has a disability, whether the disability has an adverse educational impact, and whether the student requires specially designed instruction. Determination of underachievement considers that a student is not achieving adequately for her/his age or is not meeting PA State grade level standards when provided with age-appropriate learning experiences and instruction in one or more of the following areas: Oral Expression, Reading Comprehension, Listening Comprehension, Written Expression, Basic Reading Skills, Reading Fluency Skills, Math Calculation, Math Problem Solving. The evaluation team also considers a pattern of strengths and weaknesses in cognitive performance and/or achievement that is determined by the group to be relevant to the identification of SLD. The evaluation team must rule out that underachievement is not due to a lack of appropriate instruction provided by qualified personnel or other disabilities or factors such as limited English proficiency. Included in the evaluation is a classroom observation in the student's general education setting. Each evaluation must include a full scale intellectual ability score and an academic achievement test score which can be converted into a standard score with a mean of 100 and a standard deviation of 15. However, in order to prevent a delay in identification, the evaluator does not make the SLD decision based only on a discrepancy between ability and achievement. The evaluator looks carefully at the variations within a cognitive profile, so that if discrepancies are apparent within the profile, the student may still qualify for services, thus preventing the delay of providing appropriate intervention.

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>

As per the 2017-18 Special Education Data Report the following areas are disproportionate:

- OHI 20.3% vs. 15.7%
- Black or African American 8.2% vs. 5.8%
- Hispanic 28.1% vs. 21.4%
- White 59.2% vs. 68.2%

To address these disproportionate areas we continue to evaluate and improve our ability to educate special education students alongside students without disabilities by including more students in the general education with supplementary aides and services to the extent it is possible. Much of our PD has surrounded developing the philosophy or mindset around the idea of "All Students are Our Students." Additionally, this year District Management Group was consulted to do an analysis of our struggling learners, including special education students, to identify systems that will allow us to find efficiencies, maximize best practices, and leadership strategies to "bring about measurable and sustainable improvements in student outcomes."

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
 2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
 3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?
1. Governor Mifflin School District provides educational services directly or facilitates services for all students residing within the Governor Mifflin School District, including maintaining child find obligations. As the host district, we work closely with the families, the appropriate agencies, and/or the resident district of the non-resident student to affect appropriate programming for the student. Governor Mifflin communicates with the school that the student is attending, if they are placed outside of the district including facilitating IEP meetings, participating in best interest determinations, ensuring that paperwork is complete and compliant according to PDE Chapter 14 and IDEA, and maintains communication with parents and/or Educational Decision Makers as appropriate.

2. The IEP team meets to discuss the student's present levels of educational performance and their ability to learn and function in a general education curriculum. To maximize the potential for a student to gain meaningful benefit from participation in the general education curriculum within the general education classroom, a discussion of supplementary aids and services as well as related services and appropriate placement options takes place at every IEP meeting.

3. Non-communication serves as a barrier which interferes with certain obligations under Section 1306 of the Public School Code. Governor Mifflin SD works closely and carefully with Group Homes, foster families, and outside agencies to ensure that parents with educational rights are involved with the IEP process and that no educational decisions are made and/or implemented without consent from the parent(s). Governor Mifflin attempts to contact parents directly, as well as through contacts provide through agencies. We may schedule meetings over the phone, and/or have paperwork hand delivered to ensure that parents have the opportunity to consent to services as presented in their child's IEP.

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 Governor Mifflin School District contracts special education services for incarcerated students with the Berks County Intermediate Unit and with Intermediate Units operating within the confines of each facility. If/when students are incarcerated FAPE is addressed via local IU educational programs and/or through the facility itself. The District takes an active part in all evaluations and IEPs for all Governor Mifflin School District students. GMSD uses IEP Writer to monitor students and their special education paperwork. Whenever appropriate, Governor Mifflin School psychologists will go on site to conduct evaluation/reevaluations. If not feasible for a district school psychologist to conduct the testing, Governor Mifflin will contract services through the BCIU.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based

training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.
1. The IEP team decides on where a student's needs will best be met within the Least Restrictive Environment. *When placement is considered, the first consideration is the regular education classroom.* The IEP team reviews the present levels of educational performance of each student. They further discuss the needs, develop goals, and determine where those goals could best be met. The IEP team members ask such questions as: Will supplementary aids and services enable the student to make progress towards their goals? Would direct and intensive instruction be more beneficial to meeting the goals? What opportunities for participation with non-disabled peers are appropriate? There is a wide range of settings in which our students are receiving instruction with their non-disabled peers. The range of settings includes, but is not limited to, all regular education classes with adaptations made collaboratively between the regular education and special education teachers, regular education classes with the support of instructional assistants, co-teaching classes, special education classes and/or a combination of the environments listed above. Throughout the district, special education students also participate with their peers in homeroom activities, specials and elective courses. Students placed outside of the district participate with their non-disabled peers when appropriate. Only when student needs cannot be met within the district, is a student placed outside of the district. In addition, the district has implemented RTII programs from K-12 across all buildings. Tier II and Tier III interventions may be selected options for providing additional support for students identified with disabilities where they are participating with their non-disabled peers.

Governor Mifflin School District is converting to Skyward, for its SIS (School Information System). The SIS like the previous one (PowerSchool) will provide parental access to student academic information. The system will also enable parents the opportunity to update information via the internet in order to help us maintain the most current student/family information possible. Both of these systems are important communication devices for parents to be partners in determining if their child's current programming is effective. Governor Mifflin assesses student academic performance and evaluates the effectiveness of instruction using tools such as MAP, AimsWeb, and Curriculum Based Assessments. Social and Emotional needs are addressed for all students with the support of Emotional Support Instructional Staff, Positive Behavioral Supports, School Wide Positive Behavior Systems, and with the support of outside agencies and contracted personnel. In addition, the Student Assistance Program, in conjunction with the Caron Foundation and other local agencies, is committed to addressing the social and emotional needs of "at risk" students. This intervention program seeks to help these students with drug/alcohol, social/emotional, and mental health issues.

2. Supplementary aids and services are provided based on individual needs, as dictated by the IEP team. Included in these are FM Systems, Sign Language Interpreters, iPads, Communication technology, personal computers, Assistive Technology programs and devices such as Kurzweil, Solo, Reading Pens, Brailled texts/enlarged print texts, iPads and augmentative communication devices,

eye scan technology, specialized programs/equipment for students who are identified as blind/visually impaired, interpreter services for students with hearing impairment, and alternative methods of instructional delivery dictated by student need, including Berks Online learning program. Other alternative methods for student response are provided according to student strengths and needs. Additional supports and services include Orientation and Mobility Instruction, Prescriptive Motor Training, Specialized Transportation, and individualized Student materials.

The district offers a vast array of PD. In the previous three year cycle there have been over 300 different offerings ranging from STEM ideas, trauma/ACES, to the future of manufacturing. Many of these learning opportunities address special education issues and best practices. One initiative, as an example of the trailings offered as well as the use of PATTAN recourses, covered the entire 2017-18 school year. It was an effort to develop a philosophy/mindset that "All Students are Our Students." With PATTAN's assistance we develop several sessions that occurred throughout the year for both professional staff and support staff. **Sessions Included**

:

* Special Education Overview - Administrators - August 14, 2017

* Special Education Overview - All Teachers - October 9, 2017

* TOPICS: Special Education Process, Timelines/Procedural Safeguards, Inclusion, LRE, Supplementary Aids and Services

* Quality IEP - Special Educators - November 20, 2017

* Inclusion and LRE/Supplementary Aids and Services - All teachers and paraprofessionals - January 15, 2018

Additionally, the district worked with the BCIU to provide programming for students on the Autism Spectrum in the least restrictive environment within the full range of the Special Education continuum. The biggest change included the addition of an Autistic Support classroom at the HS Level. Teachers and Support staff worked to develop and implement appropriate curriculum, behavioral adaptations, and modifications to academic and behavioral programs. Faculty and staff receive ongoing training through the local Intermediate Unit on identifying and accommodating students Autism as needed. Staff continues to be trained by PATTAN in Verbal Behavior as needed.

3. In reviewing PDE Special Education Data Reports the following has occurred over the last three years.

Numbers are for the District/State/SPP respectively

-2014-2015 Percent Special Ed in the Regular Class 80% or more: 60.3, 62, 62.6

-2015-2016 Percent Special Ed in the Regular Class 80% or more: 58.4, 61.8, 63.1

-2016-2017 Percent Special Ed in the Regular Class 80% or more: 54, 62.4, 63.6

-2014-2015 Percent Special Ed in the Regular Class Less than 40%: 8.1, 9.5, 8.7

-2015-2016 Percent Special Ed in the Regular Class Less than 40%: 7.6, 9.5, 8.5

-2016-2017 Percent Special Ed. in the Regular Class Less than 40%: 8.6, 9.0, 8.3

-2014-2015 Percent Special Ed in "Other Settings:" 5.4, 4.8, 4.6

-2015-2016 Percent Special Ed in "Other Settings:" 4.7, 4.9, 4.6

-2016-2017 Percent Special Ed. in "Other Settings:" 5.7, 4.9, 4.6

Governor Mifflin School District has demonstrated a focus to provide programming for Autistic and Behaviorally placed students within our school district. Within the last year we have added an Autistic Support classroom in our High School and a Trauma informed Classroom at one of our Elementary Buildings. We have applied for a grant to add an additional Trauma Informed Classroom. While our LRE for the 80% or more inclusion students has decreased, we have added options that provide specialized programs to meet the needs of a more diversified population through offering a full continuum of services.

The district has relationships with various alternative schools in the region. The decision to place a student in an alternative setting is taken very seriously and all attempts are made to work with the parents in picking the most appropriate placement that will meet the needs of the child.

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.
1. Board Policy No. 113.3 incorporates all of the requirements and limitations of Section 14.133 of the regulations of the State Board of Education, 22Pa. Code Sec. 14.133, as the policy of the District and ensures that the Superintendent 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 those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP(s) of....children with disabilities. The District requires that all IEPs developed for children with learning-interfering behaviors include goals for the development of appropriate replacement behaviors and behavior techniques. Use of physical restraining methods is permitted only when necessary to control acute or episodic behaviors that present danger to the child or others and only when less restrictive measures have proven to be or are ineffective. Such restraints are never used for the convenience of staff, as a substitute for an educational program, or as punishment. Behavior interventions and strategies are based on functional behavioral assessments when appropriate and are required in all cases concerning children with learning-interfering behaviors. Use of mechanical restraints is strictly prohibited except when necessary to control involuntary movement or to stabilize the lack of muscle control, when such conditions are the result of organic conditions and are prescribed by a medical professional. All staff members are educated in the contents of the Board policy.
 2. Any staff member who may have to restrain a student must be certified in Safety Care. The Governor Mifflin School District contracts with BCIU #14 to train staff in the methodology and approaches to safely manage student behavior. Over the last several year the district's School

Resource Officer has become certified to train staff in Safety Care enabling Safety Care Training to take place in the district. With the departure of the SRO plans are being made to train another individual to be a trainer. All para-professionals are trained in the de-escalation strategies within the Safety Care training curriculum.

3. Currently, all students with disabilities who have behaviors that impede his/her learning or that of others, have carefully designed goals addressing those behaviors. A team of professionals and the parent conduct a Functional Behavior Assessment (FBA) to determine the target behaviors of concern. Once the behaviors are identified, the team analyzes the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the student behaviors are documented. The team then analyzes all of the information collected. Upon completion of the FBA, the team creates a Positive Behavior Support Plan (PBSP). This plan systematically addresses the behaviors of concern and reinforces newly learned, appropriate replacement skills using positive reinforcers. The PBSP is shared with all staff working with the student to ensure consistent implementation of the plan across all settings. Governor Mifflin currently consults with certified ABA staff from BCIU #14 to provide training for conducting FBA's, analyzing and understanding the data, interpreting the results and developing a PBSP that support the reduction of behaviors of concerns while reinforcing positive replacement behaviors. BCIU consultants also support the District by conducting observations of student behavior, modeling behavioral techniques for staff and providing follow consults to measure the effectiveness of the PBSP and to ensure proper delivery of behavioral techniques and behavioral strategies. Governor Mifflin School District also implemented a Trauma Informed Classroom in one of our Elementary Schools at the K-2 level. This classroom is staffed with a Master Level Therapist, a dually certified teacher, a behavior coach, and a transition coordinator. With this added resources we have been able to offer our staff training and professional development on Trauma and Adverse Childhood Experiences. The expectation is that we will continue to expand this service and, of course, continue with our professional development on ACES and being "trauma informed."

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.
1. Governor Mifflin SD identifies programming options for hard-to-place students by collaborating with other school districts, the Berks county Intermediate Unit, private organization, and non-educational

agencies through the monthly meetings of the Berks Administrators of Special Education (BASE), through ad hoc meetings of the CASSP team for Berks County, and by convening interagency team meetings to address child-specific issues. These resources/options have resulted in a continuum for our students resulting in successful placements in regular school-based classrooms located in nearby school district, alternative educational facilities, approved private schools, partial hospitalization programs, residential treatment facilities, and the development and implementation of programs and services which can be provided effectively within the District.

Interagency programming for student of transition age is identified through regular participation in the Berks County Transition Coordinating Council. The District has a Transition Coordinator who attends the monthly meetings at the BCIU and is active in the Council. Agencies such as Medical Assistance, OVR, Juvenile Probation, Berks County Children and Youth Services, collaborate to provide support to the students and their families. They also ensure that the services accessed are coordinated with school-based services and, when appropriate, are made part of the free appropriate public education described in each child's IEP.

2. The GMSD has worked closely with Interagency representatives to provide educational support to our students placed in Residential Treatment Facilities (RTF). The District believes that students who have not graduated from high school have a right to continue to receive public education while living at the RTF. For those students who have special education needs, all paperwork is forwarded to the facility in a timely manner to ensure the continuation of services. Although the GMSD is not the Local Education Agency once the student is moved to an RTF outside of the District's boundaries, communication occurs with the RTF staff to ensure they fully understand the student's IEP and work to ensure the plan is implemented in the least restrictive environment. There is ongoing communication with the school district where the RTF is located so that when the student returns to the GMSD, the student is able to continue to make progress without any break in programming.

After taking over the Autistic Support Classrooms at the Elementary Level that the BCIU had previously run. A continuum for these students needed to be developed so students could have the opportunity to stay in their neighborhood school. Planning for a HS Autistic support classroom started in the 2017-18 School year and the classroom's first year was in 2018-19. While we still have to consider alternative placements for some of our Autistic Student we are now able to consider placement at our high school.

3. GMSD is fortunate to have nearby private licensed facilities (day-only programs) for student on the Autism Spectrum and for students who exhibit extreme behaviors for students grades 5-12. The District works with BCIU#14 to provide programming to adjudicated or incarcerated students in a nearby school district. Alternative education placements are available within our own District program and at alternative sites including in alternative BCIU operated site. As stated previously there are plans to create a continuum for our K-2 Trauma Informed Classroom. The intent, if we are awarded a grant, is to have two classrooms serving 16 students in K-4.

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
Supportive Concepts	Nonresident	Governor Mifflin High School	1
Child First Group Home	Nonresident	Governor Mifflin High School	6
Safeguards Group Home	Nonresident	Governor Mifflin Middle/High School	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Home of Reading	Other	Residential - Behavioral	1
Woodlyne	Other	Non-public/Non-licensed	1
Devereux School-Brandywine	Approved Private Schools	Residential - Behavioral	1
Hogan Learning Academy	Approved Private Schools	Autistic/Behavioral Support	5
Janus School	Other	Non-public/Non-licensed	1
John Paul II Center for Special Learning	Special Education Centers	Special Education	2
KidsPeace Acute Partial Hospitalization Program	Other	Private/Licensed	1
KidsPeace National Center- Temple	Other	Behavioral Support	1
New Story - New Holland	Other	Licensed Private Academic/Behavioral	1
New Story - Wyomissing	Other	Licensed/Private/Academic - Autistic Support	1
Opportunities School	Other	Behavioral Support	6
Progressions School	Other	Licensed/Private/Academic - Behavioral	3
River Rock Academy	Other	Licensed Private Academic - Behavioral	3
Wordsworth Academy	Approved Private Schools	Special Education/Behavioral	1
Capstone Academy	Other	Autistic	2
Chester County Intermediate Unit	Special Education Centers	LS/ES	5
Pressley Ridge	Approved Private Schools	Multiple Disabilities	1
The Vista School	Approved Private Schools	AS	1
Conrad Weiser Decisions	Neighboring School Districts	ES	4
New Story - Perkiomen	Other	ES	5

Special Education Program Profile

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.55
Locations:				
Brecknock	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	14	0.28
Locations:				
Brecknock	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	52	0.8
Justification: K-4 Building				
Locations:				
Brecknock	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: k-4 Building				
Locations:				
Cumru Elem	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	11	0.22
Justification: K-4 Building				
Locations:				
Cumru	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 9	11	0.55
Justification: Learning Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Cumru	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	7 to 10	1	0.09
Locations:				
Cumru Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	2	0.17
Justification: K-4 Building				
Locations:				
Cumru	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 11	7	0.35
Justification: Life Skills Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Cumru	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: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	57	0.88
Justification: K-4 Building				
Locations:				
Mifflin Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.24
Locations:				
Mifflin Park	An Elementary School	A building in which General Education		

	Building	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:				
Mifflin Park	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 10	1	0.09
Justification: Autistic Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Cumru 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 10	6	0.78
Justification: Autistic Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Cumru Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	16	0.32
Justification: K-4 Building				
Locations:				
Mifflin Park	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	3	0.15
Locations:				
Mifflin Park	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 12	3	0.15
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 12	1	0.09
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	10 to 13	1	0.13
Locations:				
Governor Mifflin School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 13	1	0.09
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	2	0.1
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	9	0.18
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.04
Locations:				
Governor Mifflin School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	1	0.05
Locations:				
Governor Mifflin School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	16	0.32
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.25
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.14
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.25
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	1	0.09
Locations:				
Governor Mifflin School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	7	0.14
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	10 to 13	12	0.6

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 13	1	0.09
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	11	0.22
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	6	0.3
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	1	0.02
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	49	0.75

Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 10	8	0.12
Locations:				
Cumru Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**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 15	10	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	22	0.44
Locations:				
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	1	0.05
Locations:				
Governor Mifflin 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 14	1	0.02
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	5	0.42
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.14
Locations:				
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:				
Governor Mifflin 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 14	1	0.02
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	61	0.93
Locations:				
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	14 to 21	5	0.07
Justification: HS Speech & Language- services students in 9-12+ Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
High School Building	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 20, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	0.4
Locations:				
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	3	0.15
Locations:				
Governor Mifflin 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 14	1	0.02
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.15
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	0.4
Locations:				
Governor Mifflin 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 14	1	0.02
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.2
Locations:				
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	12	0.6
Locations:				
Governor Mifflin Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	9	0.18
Locations:				
Senior 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	10	0.5
Locations:				
Governor Mifflin High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	1	0.05
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.26
Locations:				
Senior 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	1	0.05
Locations:				

Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	7	0.14
Locations:				
Governor Mifflin 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	15 to 18	1	0.09
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	5	0.1
Locations:				
Senior 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	12	0.6
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

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

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	6	0.12
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.1
Locations:				
Governor Mifflin 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	14 to 18	3	0.25
Locations:				
Senior 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	3	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 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 21	8	0.4
Justification: Life Skills Support program - services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior 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	1	0.07

Justification: Life Skills Support program services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior 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 21	1	0.05
Justification: Life Skills Support program services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior 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%)	Multiple Disabilities Support	14 to 21	1	0.13
Justification: Life Skills Support program services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.24
Locations:				
Senior 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	1	0.05
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.05
Locations:				
Governor Mifflin High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	1	0.09
Locations:				
Governor Mifflin School District	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	14 to 18	1	0.02
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.16
Locations:				
Senior 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:				
Governor Mifflin 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	14 to 18	1	0.02
Locations:				
Governor Mifflin 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	14 to 18	1	0.09
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.36
Locations:				
Senior 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	3	0.15
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	3	0.25
Locations:				
Senior 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 18	2	0.26
Locations:				
Governor Mifflin 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 21	5	0.1
Justification: Special Education Center - services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				

Senior HS	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	3	0.15
Justification: Special Education Center - services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	1	0.05
Justification: Special Education Center - services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior 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	14 to 21	2	0.04
Justification: Special Education Center - services students in 9th grade to 12+. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				
Senior 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	5	0.25
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	20	0.4
Locations:				
Senior 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:				
Governor Mifflin 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	14 to 18	1	0.09
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.32
Locations:				
Senior 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	4	0.2
Locations:				
Governor Mifflin High School	A Senior High	A building in which General		

	School Building	Education programs are operated		
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Program Position #38*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.34
Locations:				
Senior 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	3	0.15
Locations:				
Governor Mifflin 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	14 to 18	1	0.02
Locations:				
Governor Mifflin 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 18	2	0.26
Locations:				
Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	18	0.36
Justification: Special Education Center - services students in 9-12+ Age waivers are presented within the IEP and agreed upon by parents.				

Locations:				
Senior 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:				
Senior 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	14 to 18	1	0.09
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 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 21	7	0.35
Justification: Life Skills Support program services students in 9-12+ Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior 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	1	0.05
Justification: Life Skills Support program services students in grades 9-12+ Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Governor Mifflin 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	1	0.05
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	65	1
Justification: Speech Services at HS - services students in 9-12+ Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	12	0.24
Locations:				
Cumru	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	12	0.6
Locations:				
Cumru	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

Position was initially between two buildings.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	5 to 8	5	0.1
Locations:				
Brecknock	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	2	0.1
Locations:				
Brecknock Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 27, 2018*Reason for the proposed change:* Updated Special Education Program Profile - April 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	2	0.04
Locations:				
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	8	0.4
Locations:				
Governor Mifflin 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 14	6	0.12
Locations:				
Governor Mifflin Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	3	0.15
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45*Operator:* School District

PROGRAM DETAILS*Type: Class**Implementation Date: August 27, 2018**Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	1	0.09
Locations:				
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 14	7	0.91
Locations:				
Governor Mifflin Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 27, 2018**Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	15	0.3
Justification: Learning Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Brecknock 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 10	9	0.45
Justification: Learning Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Brecknock Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47*Operator: School District***PROGRAM DETAILS***Type: Class*

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	3	0.39
Locations:				
Cumru	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 10	4	0.52
Locations:				
Cumru	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	1	0.09
Locations:				
Cumru	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 12	7	0.91
Locations:				
Intermediate	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 12	1	0.02
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	0.6
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	3	0.06
Locations:				
Governor Mifflin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #50

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updated Special Education Program Profile - April 25, 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 17	8	1
Locations:				
Governor Mifflin High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Updated Special Education Program Profile - April 25, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	6	0.12
Justification: Emotional Support program services students in K-4 building. Age waivers are presented within the IEP and agreed upon by parents.				
Locations:				
Mifflin Park 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
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Paraprofessional	Brecknock Elementary	1
Paraprofessional	Cumru Elementary	0.75
Paraprofessional	Cumru Elementary	1
Paraprofessional	Intermediate School	1
Paraprofessional	Intermediate School	1
Paraprofessional	Intermediate School	1
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	1
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin High School	0.75
Paraprofessional	Governor Mifflin Middle School	1
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	1
Paraprofessional	Governor Mifflin Middle School	1
Paraprofessional	Governor Mifflin Middle School	0.75
School Psychologist	Cumru Elementary	1
School Psychologist	Governor Mifflin High School	1
School Psychologist	Governor Mifflin Middle School	1
School Psychologist	Mifflin Park Elementary	1
Occupational Therapist	Across District	1
Physical Therapist	Across District	0.5
Social Work Services	Across District	0.2
Orientation and Mobility Specialists	Across District	1
Interpreters	Across District	0.25
Director of Pupil Services	District wide	1
Supervisor of Special Education PK-6	District Wide	1

Supervisor of Special Education 7-12	MS & HS	1
Paraprofessional	Brecknock Elementary	0.75
Paraprofessional	Brecknock Elementary	0.75
Paraprofessional	Brecknock Elementary	0.75
School Psychologist	Brecknock Elementary	1
Paraprofessional	Cumru Elementary	0.75
Paraprofessional	Cumru Elementary	0.75
Paraprofessional	Cumru Elementary	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Intermediate School	0.75
Paraprofessional	Mifflin Park Elementary	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75
Paraprofessional	Governor Mifflin Middle School	0.75

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Vision Service	Intermediate Unit	14 Hours
Hearing Services/Audiologist	Intermediate Unit	2 Hours
Sign Language Interpreter	Intermediate Unit	40 Hours
Physical Therapist	Outside Contractor	0.56 Days
Social Work Services	Outside Contractor	0.2 Days
Occupational Therapist K-6	Outside Contractor	5 Days
Orientatiion and Mobility Specialist	Intermediate Unit	16.1 Hours
Interpreters	Outside Contractor	60 Minutes
Nursing Services on Campus	Outside Contractor	5 Days
Occupational Therpist 7-12	Outside Contractor	5 Days
Nursing Services (JPII & LaSalle)	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>All personnel development on Autism will be done with the intent to help teachers and administrators K-12 build a specific set of evidence-based practices, methodologies, and interventions for teaching and working with children with autism spectrum disorders. The intended result will be for participants to understand inclusive schooling, learn to create a comfortable classroom, discuss the importance of social belonging, learn to develop and implement meaningful instructional strategies, sustain positive behavior, and collaborate with parents.</p> <p>Evidence will be training documents and sign in sheets.</p>
Person Responsible	Dave Argentati, Director of Pupil Services, Erika Thomas and Michele Bleacher, Supervisors of Special Education, 7-12, PK-6 respectively.
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	3
# of Participants Per Session	10
Provider	Governor Mifflin Special Education Administrators, Berks County Intermediate Unit, Site Based, PATTAN, Webinars, Conferences
Provider Type	Governor Mifflin Special Education Administrators, Berks County Intermediate Unit, Site Based, PATTAN, Webinars, Conferences
PDE Approved	No
Knowledge Gain	Participants will develop the knowledge and skills to plan programs and effectively implement instruction, develop behavioral support plans to effectively manage students with behavioral disabilities related to autism, and develop strategies for successful inclusion which encompasses social skills instruction.

Research & Best Practices Base	Principles of Applied Behavioral Analysis, Safety Care - Safe Behavioral Management and Restraint Use, Competent Learner Model, Differentiation, Modifications and Accommodations to Instruction in the Common Core, Instructional Materials, and Assessments including VB Mapping and Assistive Technology assessments.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

	Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring IEP Meetings, Progress Reporting, Student Reviews and Data Team meetings
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity A decrease in Autistic Students being placed alternatively and an increase in students being included in general education.

Behavior Support

Description	<p>Personnel Development in terms of behavior support will come via professional development in Positive Behavior Interventions and Supports (PBIS) and Responsive Classrooms.</p> <p>A few classrooms in our Elementary Schools have piloted responsive classrooms and that will continue to increase. Our Intermediate School, Middle School, and High Schools have some components of PBIS and that will continue to be developed at their level.</p> <p>In all schools the intended development will be to increase engagement by giving students "voice and choice," by creating a positive learning community where students can develop social and academic skills. Evidence will be</p>
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	training documents and sign in sheets.
Person Responsible	Bill McKay, Asst. Super.; Dave Argentati, Director of Pupil Services; Building level Administrators, Guidance Counselors
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	3
# of Participants Per Session	10
Provider	BCIU, Family Guidance Center, School Entity, PATTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Refresh Positive Behavior Support Concepts, Specific Strategies to implement Positive Behavior Supports across all settings, Strategies for increasing student engagement, De-escalation Strategies, Strategies for teaching positive behaviors across all settings, methods for data collection for the (FBA) process. Strategies to prevent student drop out, truancy, and increase graduation rates
Research & Best Practices Base	Positive Behavior Supports Model, De-escalation strategies
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA	Provides the knowledge and skills to think and plan strategically,

administrators, and other educators seeking leadership roles	<p>ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Data reflecting student drop out and graduation rates, data on student discipline and truancy, attendance improvement</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Decrease the number of special education students who are suspended by 2%. Decrease truancy and absenteeism.</p>

Paraprofessional

Description	<p>All special education paraprofessionals must receive their 20 hours of professional development each school year. We will continue to offer turnaround training during the school day in the Units of Study from the Teachers College Reading and Writing Workshop. Reading Specialist have met with paraprofessionals 1x/six day to provide this training to maximize support to students in this new curriculum</p> <p>Paraprofessionals will be provided training to support District wide/classroom initiatives as it relates to their positions. In addition, paraprofessionals may choose training opportunities that are necessary for them to work with the students to whom they are assigned. Paraprofessional training menus are developed each year and offered to paraprofessionals so that they can select the training sessions that they wish to attend. The options provide opportunities that exceed the required 20 hours, however, if there are training opportunities that are not listed on the menu resulting from a classroom need, paraprofessionals are given approval to attend training opportunities that are relevant to their current positions.</p>
Person Responsible	Dave Argentati, Director of Pupil Services; Erika Thomas and Michele Bleacher - Supervisors of Special Education 7-12 & PK-6 respectively.
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	6.0
# of Sessions	4
# of Participants Per Session	50
Provider	Governor Mifflin School District
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Develop an understanding of disabilities as identified by PA Code, Chapter 14 and how student disabilities impact student learning, understanding the IEP
Research & Best Practices Base	Implementing strategies to improve student engagement, independence, manage behavior, and progress within the general

	education curriculum
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p> <p>Paraprofessional hours will be logged to document a minimum of twenty hours of training per year. 100% of our paraprofessional staff will complete a minimum of 20 hours of training each school year.</p>

Reading

<p>Description</p>	<p>Significant Personnel Development for teachers, staff including paraprofessionals, administrators, reading specialist, and parents has taken place this year (2018-19) and will continue as we implement Reading and Writing Project from the Teachers College at Columbia University. Continued development at the Elementary Level and implementation into seventh and eight grade should take us through this cycle.</p> <p>The Reading and Writing Project's approach to instruction recognizes that "one size fits all" does not match the realities of the classrooms and school in which teachers work. When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:</p> <ul style="list-style-type: none"> • help teachers address each child's individual learning, • explicitly teach strategies students will use not only the day they are taught, but whenever they need them • support small-group work and conferring, with multiple opportunities for personalizing instruction, • tap into the power of a learning community as a way to bring all learners along, • build choice and assessment-based learning into the very design of the curriculum, • help students work with engagement so that teachers are able to coach individuals and lead small groups. <p>The routines and structures of reading and writing workshop are kept simple and predictable so that the teacher can focus on the complex work of teaching in a responsive manner to accelerate achievement for all learners (Calkins & TCRWP).</p> <p>Including struggling learners in the general education process as well as implementing this new curriculum in our Middle School is the goal of the personnel development that will take place. Evidence will include training documents and sign in sheets.</p>
<p>Person Responsible</p>	<p>Bill McKay, Asst. Super.; Dave Argentati, Director of Pupil Services, Principals, Special Ed. Supervisors, Reading Specialist</p>

Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	6.0
# of Sessions	10
# of Participants Per Session	10
Provider	Teachers College
Provider Type	Teachers College
PDE Approved	No
Knowledge Gain	Understanding how students learn to read, how phonics instruction matters and how to transfer phonics to authentic situations will enhance the student's ability to read. Strategies and purposes that allow students to draw on their knowledge to become "problem solvers, word scientists, super-power readers, and writers" (TCRWP).
Research & Best Practices Base	Teachers College Reading and Writing Project - Columbia University.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	Series of Workshops Professional Learning Communities Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Classified Personnel Other educational specialists Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

Transition

Description	Currently, staff who work with transition age students are receiving training and consult services through the BCIU. We have a transition coordinator in the district who addresses transition issues as they arise throughout the school year. The transition coordinator also provides trainings to parents regarding accessing services through SAM and OVR, as well as sending out a newsletter during the school year. For the next 3 years, we will continue to work with the BCIU to participate in Indicator 13 trainings, either at the BCIU or onsite with
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	individual teachers at GMIS, GMMS, and GMHS. Each year, one hour of one in-service day will be dedicated to transition with all Middle School and High School building staff.
Person Responsible	Erika Thomas 7-12 Supervisor of Special Education/ Colleen Rios - Transition Coordinator
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	5
# of Participants Per Session	5
Provider	Berks County Intermediate Unit
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Transition, Identify appropriate Resources, Develop appropriate goals, Write appropriate IEPs with regard to transition
Research & Best Practices Base	Develop student plan for preparing student for adult life after High School graduation
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists Related Service Personnel Parents</p>
Grade Levels	<p>Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers IEP Reviews</p>
Evaluation Methods	<p>Review of participant IEPs with 95% of staff compliant with transition regulations, 2% decrease in student drop out rate for students with IEPs, 2% increase in graduation rate for students with IEPs,</p>

Special Education Affirmations

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

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

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).

Affirmed by James Ulrich on 4/29/2019

Board President

Affirmed by Steve Gerhard on 4/29/2019

Superintendent/Chief Executive Officer