Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report
Thursday, March 27, 2014
(Last Approved: Thursday, June 16, 2011)

Entity: Pottstown SD
Address: 230 Beech St
Pottstown, PA 19464-0779

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Pottstown SD	Montgomery County IU 23	Dr. Jeffrey Sparagana	6	3005	647

District Special Education Contact:

Name	Title	Phone	Fax	Email
Pamela Bateson	Director of Special Education and Student Services	610-970-6688	610-323-9307	pbateson@pottstownsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Dinnocenti, Rhonda	Pottstown SD	Other	Pamela Bateson, Director
Downes, Kevin	Pottstown School District	Administrator	Pamela Bateson
Earnshaw, Diane	Pottstown SD	Special Education Teacher	Director of Special Education & Student Services
High, Gina	Elementary Special Education Teacher	Elementary School Teacher	Erin Schwenk
Jeff Sparagana	Pottstown SD	Administrator	Superintendent
Jeffreys, William	Pottstown School District	Administrator	Pamela Bateson
Kolka, Laurie	PSD	Other	Director of Special Education
McCrone, Dorthy	Secondary Special Education Teacher	Secondary School Teacher	William Jeffreys
Miller, Elyse	School Psychologist	Special Education Representative	Will Jeffreys
Pam Bateson	Pottstown SD	Administrator	Superintendent
Schwenk, Erin	Pottstown School District	Administrator	Pamela Bateson
Spitko, Terri	Franklin Elementary	Ed Specialist - School Counselor	Laurie Kolka

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

The Pottstown School District special education department continually strives to provide exceptional programming for all of our identified students. We endeavor to meet and address challenges posed by community demographics, which include high incidences of poverty, transiency, mental health issues, and concomitant risk factors. Despite

several highly evolved and efficient systems for intervention, numbers of special education students have gradually risen, due to the rate of new registrations (move-ins) outpacing withdrawals, as well as the increased numbers of students who transition to kindergarten already identified and served through IEPs. Nonetheless, in developing the District's capacity to provide effective programming, we have met and exceeded goals for professional development, curriculum and instruction, and collaborative, inclusive practices. The following are highlights of the District's special education programming:

1. The District continues to support inclusive practices through co-teaching, collaboration, and ongoing training. Additionally, one elementary building has completed three years of professional development through a grant for Membership, Participation, and Learning, which has promoted high levels of inclusion for students with significant cognitive impairments.

2. The elementary schools continue to utilize a model whereby a full-time school psychologist is assigned to each of four buildings, providing an opportunity for the psychologist to have consistent and meaningful involvement with children, families, classrooms, and RTII/Core teams. In each of these buildings, this model has had the effect of reducing referrals for special education evaluation.

3. Our autism support program now spans grades K through 7, and life skills support classes for grades K-12. These programs are highlighted by a strong team approach, with integrated efforts to provide building-wide training, push-in/co-teaching provisions of related services, updated curricula, community-based learning, and staff development for all classroom staff. Also, we have met with remarkable success in in-district programming for low-incidence disabilities.

4. At the secondary level, special education programming takes advantage of a comprehensive high school, which provides opportunities for students to explore careers and obtain hands-on experience and training, as well as credit toward certification, in a variety of vocational/technical fields. In supporting post-secondary transition, our programs interface with the Intermediate Unit and

other agencies to provide counseling and job coaching, visits to colleges, and other means of preparing for higher education, employment, and independence.

5. Through RTII, the District has adopted a research based core reading program for grades K-6. Delivery of Tier I is in place for all students, including those with IEPs. Special education teachers, along with ESL teachers and even speech therapists, serve as interventionists to deliver Tiers II and III, based on individual instructional needs. The school wide focus of targeted skills and progress monitoring, along with data review, has strengthened effective instructional practices for IEP students, and fostered more team collaboration for the benefit of all students.

6. IEP teams are trained and coached at the secondary level to facilitate student-centered IEP meetings in order to provide students with a greater voice in planning for post-secondary opportunities and their many years of adulthood.

7. At the high school, technology has afforded the ability to provide hybrid and blended courses, combined with co-teaching and other supports, to better individualize instruction to meet learning needs of all students, including those with disabilities.

8. The high school transition coordinator provides resources and information to all teams to help in planning transition services. Annually, the High School hosts a <u>Services and Agency Information Day</u> , when parents and students are invited to meet many of the agencies and service organizations that can provide support for post secondary needs. Advocacy groups, community resources, post secondary education, recreation and leisure, and employment/day programs had representation at the event. Some of the participating agencies included: Career Link, Job Corps, Pottstown Area Rapid Transit (PART), Good will Industries, Office of Vocational Rehabilitation (OVR), U.S. Army/Marines, Reading Phillies, Development Enterprises (DEC — training center and community service), Speaking for Ourselves, and AHEDD (SSI — Ticket to Work).

9. Language!, a research-based literacy intervention program continues to be delivered in grades 7-12. This instruction, which is provided for all students who demonstrate a need, has proven to be effective in remediating foundational reading skills, and has also

provided a means of better measuring progress throughout the school year.

10. The role of the transition coordinator at Pottstown High School has continued to serve as a strong support for IEP teams, in developing IEPs, providing information to parents, and offering options for students as they develop skills for post-secondary transition. While working toward improving graduation and dropout rates, we have learned much about mentoring and parent engagement.

11. At all levels of the District, schools are participating in School Wide Positive Behavior Support and Restorative Practices. Additionally, building-wide programs continue in the form of character education and incentive/reward programs to reinforce pro-social behavior for all students. These include recognition for completing schoolwork and homework, following classroom rules/expectations, being respectful, and other appropriate social and academic behaviors. Professional development, including training, coaching, mentoring, and school-based teamwork, has been provided to support these practices, endorsing proactive and effective means of instilling pro-social skills and school success.

12. In Pottstown, the School District has formed strong partnerships with preschools, mental health agencies, alternative schools, consultants, and service providers. Our social worker, special education liaison, and other personnel maintain communication to ensure a continuum of supports to families and children, addressing such issues as medical needs, homelessness, and difficult educational placements. In addition, the District has long been a full participant as a core team member of the Memorandum of Understanding for the western part of Montgomery County. Our participation has increased the District's capacity for interagency collaboration with positive interactions and outcomes.

The District is currently anticipating further budget cuts in the upcoming year. Means to sustain these efforts are being sought, in order to continue growing our capacity to provide appropriate educational programs and to support staff and the community to address students' and families' needs.

Identifying Students with Learning Disabilities

The Pottstown School District is in its seventh year of implementing RTII in all elementary buildings, as well as in 5th and 6th grades at the Middle School. Interventionists work in teams to collaboratively provide tiered levels of targeted instruction, to monitor progress, and to review data on a frequent basis. Intervention teams include reading specialists, general education teachers, special education teachers, speech-language therapists, and ESL teachers. On a regular, frequent basis, grade levels and buildings engage in data review to monitor student progress and effectiveness of instruction. Pottstown School District is in the process of completing the applications for all four elementary buildings (K-4), for approval to utilize RTII in place of the discrepancy model in identifying students with specific learning disabilities. It is expected that beginning with the 2014-15 school year, Pottstown will be utilizing RTII for identification of students in grades K-4. For all other grade levels, the discrepancy model will continue to be used.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Srvcs as of Dec 1
Not applicable	District is not a host site.	0

Nonresident Students Oversight

Pottstown School District is not a host district for any 1306 organizations.

Facilities for Incarcerated Students

Facility Name Provider of Educational Services # of Students Receiving Srvcs as of Dec 1
Not applicable District is not a host site.   0

Incarcerated Students Oversight

Educational services for incarcerated youth from the Pottstown School District are provided by the applicable County Intermediate Unit in which the student is incarcerated. Primarily for Pottstown School District, services are provided through the Berks and Montgomery counties.
The District routinely tracks student placement and maintains a full complement of required documents regarding the students' identified need or needs. A representative of the District participates in the reevaluation process and IEP meetings in person or via telephone conference to ensure that FAPE is offered. Written communication is provided to all appropriate stakeholders such as, educational entity, parent/guardian, and other community based agencies. The District has participated in graduation ceremonies and has presented diplomas to the graduates.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

Describe the school 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.

Pottstown School District continues to strive for high levels of inclusion and integration, so that a great majority of special education students participate in the general education classes and curriculum for most of the school day. The percentage of students who attend general education for a majority of the time has steadily increased. Teachers have been trained to address the mandates of LRE at initial and review IEP meetings. Regular and special education staff have received and continue to receive information regarding the provision of supplementary aids and services, to promote inclusion and students' participation in the general curriculum and environment.

In the past several years, Barth Elementary School engaged in intensive training and program planning through the Membership, Participation, and Learning process — with on-site support and coaching provided through the Intermediate Unit and PaTTAN. Significant gains in the inclusion of students with significant cognitive impairments have been made, so that many of the children in the Life Skills classes are attending homeroom and academic instruction in the general education classroom, with supports provided for modifications and scaffolding.

Co-teaching has been promoted between regular education teachers and special education teachers, paraeducators, speech language therapists, reading specialists, occupational therapists, and other educational staff members. Building leaders are providing help with scheduling regular co-planning time for co-teaching teams. In addition, further training and support has been provided through the Intermediate Unit, District-wide in-servicing, and visits to a neighboring district to observe co-teaching. Co-teaching has now been established as a model in every building in the District. For three years, co-teaching teams received awards along with the annual "teacher of the year" recognition.

Students who are placed in alternative programs outside the District are regularly monitored for readiness to return to in-district programs. Options for managing the transitional process are offered to ensure a successful re-entry. Through the services of our liaison, communication is maintained between the District, other programs, and families, so that appropriate levels of support and intervention can be provided at all stages of this process. Partnerships are being pursued to provide more opportunities for programming within District and immediate community area.

Parents are invited to training sessions and to hear speakers regarding the subjects of LRE and inclusion. At IEP meetings and parent conferences, discussions center around how we can better support identified students in the general classroom. Finally, at these meetings, during observations, and in review of progress and records, teachers are held accountable for the provision of appropriate accommodations, ensuring individual student progress in the regular class.

Describe how the school 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 LRE.

Special education staff has been supported in continued efforts to program for students with more intensive needs, including those with sensory impairments, neurological impairments, chromosomal abnormalities, and sensory impairments. We have been successful in avoiding outside placement for a great number of these students through training, contracted services, and additional supports, thereby keeping students in district buildings with their peers. Through consultation and in-district training, staff is also equipped with more specialized methods, such as ABA, communication devices and other instructional technology, Braille and other accommodations for vision impairments, "workshops" for life skills students, and community-based instruction. Interpreters, nurses, and other personnel have been provided to ensure access to education in District buildings and general classrooms for students who may have traditionally been sent to specialized schools.

At the elementary level, the autism program in particular has met wonderful success in moving students toward inclusion, through building-wide training, interdisciplinary approaches, and co-teaching. Our District's program incorporates research-based methods, combining and modifying approaches modeled in other programs, such as TEACCH, ABA, social communication, and Direct Instruction. Administrative support and leadership have provided venues for problem-solving and productive collaboration between all team members in that building. Presently, 23 of the 25 students in these classes are fully included for the entire school day.

At the secondary level, administrators have been called on to consider alternatives to suspension, to broaden options for addressing disciplinary concerns, and to increase capacity to address behavioral and emotional needs among students. It is foreseen that in fostering positive behavioral

change among students will decrease the need to send students to more restrictive placements.

Precise and focused progress monitoring is utilized in the on-going provision of FAPE and research-based instruction. Teams develop specific tools for the monitoring and reporting of progress — academic, behavioral, and social. The District has committed to the development of an RTII process through DIBELS Next, 4Sight, instructional coaching, and more differentiated, collaborative methods of intervention across the District at primary grade levels. This has resulted in the availability of more differentiation and accommodations within the general education classrooms.

Supplementary Aids and Services

Service/Resource	Description
ABA (Educational Alternatives)	Provides direct instruction for basic skills in concepts, directions, etc.
Adapted PE	Provides access to participation in physical education with skills gauged for appropriate instructional levels
Adapted/differentiated assessments and grading	Provides individualized means of communicating student progress
Adaptive Equipment	Provides physical access to environments and activities in the classroom
Assistive Technology	Provision of communication devices and other technology for participation in the curriculum and socialization
Books on CD/Recorded books	Accommodates reading disabilities/deficiencies for students to participate in regular content
Consultative support	Provides collaboration between team members to problem-solve and ensure student success
Counseling (psychologists/guidance)	Provides assistance with coping skills, social skills etc.
Deaf and Hearing Support (IU 23)	Provides access to oral communication and other types of auditory input
Educational Audiology	Provides access to oral communication and other types of auditory input.
Extended time for task completion	Provides opportunities for students to complete work at their own levels of proficiency
Flexible grouping/co-teaching/team teaching	Provides opportunities for focused skill instruction and scaffolding within the regular classroom
Graphic organizers	Provides visual cues for study, organization or concepts, timelines

Guided note-taking	Provides framework for notes and reduces demands for simultaneous listening and writing
Manipulatives	Provides concrete, hands-on experience to connect with learning
Modified curricula	Provides means of translating curricular content to functional and appropriate instructional levels
Nursing Services (PSA)	Provides necessary health care to enable students to attend school in appropriate educational placements
Occupational and physical therapists	Provides sensory integration strategies, strategies for physical access, support for organization and mediating demands of the environment (writing, visual/perceptual, spatial)
Orientation and Mobility (IU 23)	Provides support for navigating the classroom, school building, and other learning environments
Paraeducators	Provides accomodations and support for participation in general education/environment through prompts, modified assignments, and collaboration with other team members
Peer tutors	Provides role model, reinforcement and opportunity for reteaching
Preferential seating	Provides means for teacher monitoring, nonverbal cues, distance from distractions
Response to Intervention	Tiered levels of intervention and progress monitoring is provided to address instructional and behavioral needs.
Scribing	Provides means for dictating written expression, to accommodate for fine motor deficits, dysgraphia, and language processing needs
Sensory/proprioceptive equipment	Provides accommodations to address needs for sensory integration, calming, and attention/hyperactivity
Special Transportation	Specialized transportation for students that require a more direct pick up and drop off location.
Speech and language therapists	Provides support for participation through development of communication and speech skills
Travel training for community use	Group activities in the community to provide instruction and practice for safe travel, use of public transportation, and accessing resources
Vision/Braille Services (IU 23)	Provides materials, adaptations and training for reading and writing and translation

LRE Data Analysis

Personnel Development Activities

Topic: Schoolwide Positive Behavior Support; CPI; FBAs and BSPs; Restorative Practices

Anticipated Training	Training Partners	Training Participants and Audience	Training Format	Evidence of Results

| September 2014, January 2015, September 2015, September 2016 | IU Staff, In-house experts | Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel | On-site Training with Guided Practice, Conferences | Increased capacity at the building levels to provide support and instruction to meet the needs of students with challenging behaviors. Currently, 10.7% of the District's special education students attend programs outside the district. Target goals for the next three years: 9% in 2014-15; 8% in 2015-16; 7% in 2016-17. |

Topic: Supporting Inclusion: Co-teaching and SAS

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2014, August 2014, November 2014	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	Continued progress toward SPP targets among subgroups in LRE categories: 3% in placements outside the district 70% in regular class 80% or more

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Child Development Center (CDC)	Special Education Centers	ES, LS, MDS, LSS	9
The Lincoln Center	Other	Licensed Private Academic: ES, LS	2
Pathway School	Approved Private Schools	AU, ES	4
Davidson School	Approved Private Schools	MD, ES	1
Wordsworth Academy	Approved Private	ES	6

		Schools	
Camphill School	Approved Private Schools	LSS	2
Devereux Day School	Approved Private Schools	ES	2
New Life Youth & Family Services	Other	Licensed Private Academic: ES	1
Community Service Foundation (Pottstown)	Other	Licensed Private Academic: ES	10
Opportunities	Other	Licensed Private Academic: ES, AU, LS	5
Progressions (Pottstown)	Other	Licensed Private Academic: ES, LS	6
Martin Luther	Approved Private Schools	ES	2
Pennsylvania School for the Deaf	Approved Private Schools	DHIS	1
Anderson School	Special Education Centers	ES	13
Perkiomen Valley MS - West	Neighboring School Districts	MD	1
Cheltenham Sr High School	Neighboring School Districts	AU	1
Devereux - Brandywine	Approved Private Schools	ES	5
Vanguard	Approved Private Schools	AU	3
The Academy	Other	Licensed Private Academic: ES, LS	1
KidsPeace	Other	Licensed Private Adacemic: ES	3
New Story Schools	Other	Licensed Private Academic: ES	2
Overbrook School for the Blind	Approved Private Schools	VI	2
Timothy School	Approved Private Schools	AU	1
Melmark	Approved Private Schools	MD, AU	2
Manito	Other	AEDY: LS	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

Base Line Data

Attendance data from 2012-2013 shows that Pottstown Special Education and English Language Learners students met the attendance goal; Special Education attendance was at 93% and English Language Learners attendance was at 95%. Additionally, this data also shows that Pottstown Special Education students also met the graduation goal with a percentage of 84.78%.

Reviewing PSSA data from the 2011-2012 school year shows that the district exceeded the SPP participation rate for PSSAs. The school district's participation rate was 99.20% in reading and 99.40% in mathematics. Comparing the 2011-2012 school year with the 2012-2013 school year shows an increase in the percentage of students with IEPs that are proficient and advanced in reading in grades 4th, 5th,and 7th.

During the 2013-2014 school year, a new reading series was implemented for the elementary-aged students. Elementary school teachers have been trained to implement the new series and special education teachers have received numerous trainings on how to appropriately adapt and modify this curriculum in order to meet the needs of their students.

Secondary learning and emotional support students in grades 7-11 that have reading dificits are enrolled into a research- based comprehensive literacy program called Language! This program helps to support students with language based disabilities in order to address their needs.

A major initiative to increase the rigor and engagement of students in secondary mathematics began in August 2012-2013 called Math XL. The global view is the expectation that all students are taught at their grade level with additional direct instruction opportunities to close the gaps between grade and instructional levels. New technology was purchased including scientific and graphing calculators, emulators, projectors and smart boards. All special education teachers and paraprofessionals received staff development for grade level and course curriculum and technology. Additional training will be on-going.

Personnel Development Activities

Topic: Reading Instruction

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Summer 2014- Middle School & High School, Spring 2015- Middle School & High School	District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	The Language! Program provides ongoing progress monitoring that will allow teachers to track student growth more effectively.
Language!	IU Staff	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Students in grades 7-11 will receive focused, research-based instruction and interventions to provide improved outcomes in reading skills - evidenced by an increase in numbers to at least 24% of 11th grade special education students demonstrating proficiency on PSSA scores. (24% in 2013-14)

Topic: Calculator Training

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
November 2011	In-house trainers	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Special education teachers will utilize and instruct students in the use of calculators and other technology to enhance, accommodate, and inform instruction. Special education students will reach a level of 39% proficiency in math by 2011-

12, 42% in 2012-13, and 45% in 2013-14, as demonstrated by PSSA scores.

Topic: Progress Monitoring

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2014, Fall 2014, Spring 2014	District Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	Improved PSSA scores for students with disabilities in all grades. Improving overall PSSA percentage by 10%. Also improving Keystone Results of high school students in each subject area by 10%.

Topic: Functional Behavior Assessment and Positive Behavior Support Plans

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2014, Spring 2015	District Staff	New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	Decrease in the number of discipline referrals for students with disabilities in grades K-12.

Topic: Co- Teaching and Inclusive Practices

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2014, Sept. 2014, Spring 2015	PATTAN Staff, District Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff,	On-site Training with Guided Practice	Increase the number of proficient and advanced students

Qualified Staff

Reflections

Strength Last Modified:
100% of contracted teachers are highly qualified and appropriate certifications are on file in the Human Resource Department. The District will continue to provide training to meet requirements of Act 48 and ensure that Special Education teachers meet future requirements as Highly Qualified Teachers.

Strength Last Modified:
According to the AYP Data Table, test participation for all grades, all students, all ethnicity groups and IEP and Economically Disadvantaged students exceeds the set target of 95% in both Reading and Mathematics.

Base Line Data

Pottstown's special education program now provides Autism Support in grades K-7, with continual training and implementation of best practices for this special needs category. Strong team efforts and notable student progress continue to characterize this program, as the building now houses three classes, spanning grades K-5. In-service training and workshop/conference attendance is utilized to provide on-going staff development for the teachers, paraeducators, building administrator, and related services providers who are members of these teams. This past year, the Middle School and High School faculty groups were provided an overview and specific information related to supports for students with autism. Throughout the district teams celebrate Autism Awareness Day, and information, training, and resources are shared between members of teams in all buildings.

On a more wide-spread basis, all special education teachers and paraeducators are provided with current trainings specific to special education students and classrooms, as well as the staff development provided to all educators in the district. Literacy and other curricular topics are addressed at the building levels and through district-wide trainings. In this way, special education staff access and deliver the general curriculum

to IEP students through resource room support, supported inclusion, and co-teaching.

Personnel Development Activities

Topic: AUTISM: Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2014, October 2015, October 2016	IU Staff, Special Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Students grades K-8 identified for autism support will be included at higher levels, so that 70% are in general education >80% of the day in 2011-12; 72% in 2012-13; and 74% in 2013-14.

Topic: ROLE OF PARAEDUCATOR: Paraeducators are required to have 20 hours of staff development annually

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Instructional Strategies to Increase Independence and Inclusion: Winter 2014-15	Special Education Administrators	Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	Increased percentage of IEP students in general education for over 80% of the day - from 64%% in 2012-13, to 67%% in 2014-15, 70% in 2015-16, and 73% in 2016-17.

Transition/Post School Outcomes

Reflections

Strength Last Modified:
100% of contracted teachers are highly qualified and appropriate certifications are on file

in the Human Resource Department. The District will continue to provide training to meet requirements of Act 48 and ensure that Special Education teachers meet future requirements as Highly Qualified Teachers.

Base Line Data

Based on the 2012-2013 information, the 5- year graduation cohort rate for all students is 85.26% and the 5- year cohort graduation rate for students with disabilities is 83.72%. Although Pottstown's overall graduation rate is below the state average(86.07%), the district's graduation rate has steadily increased over the past 5 years with the exception of the 2007-2008 school year. The District's attendance rate for the 2010-2011 and the 2011-2012 school years is comparable to the state average and has also increased over the past 5 years. Pottstown School District provides many opportunities for students to prepare for post secondary goals and outcomes through its philosophy of aligning academic courses with career and technology programs. Pottstown High School continues to be one of the few schools in Pennsylvania identified as a comprehensive school. Under this umbrella, students are afforded transition experiences both in and out of the school district with a rigorous curriculum to be competitive in the global marketplace.

Among the components of secondary transition services within the Pottstown School District are: orientation and course selection for eighth grade students; career and technical courses; articulation agreements with neighboring school programs; dual enrollment opportunities at Montgomery County Community College —Western campus; work study and diversified occupations; job shadowing, internship and coaching support; field trips; and a rigorous and relevant curriculum.

All ninth grade students participate in the PSAT examination. Career planning tools include College Road available through PSAT for all students grades nine through twelve. The Upward Bound College Preparatory partnership with Montgomery County Community College and support from the Vanguard Group enhance college access. College visits are scheduled periodically throughout the school year.

Pottstown School District has a long established relationship with the TriCounty Chamber of Commerce. Pottstown enjoys participation with the Workforce Investment Board. Students have job readiness opportunities

with the Saturday Youth Empowerment program where they receive a $500 stipend by meeting the participation criteria. Additional opportunities are available via the community based visual and performing arts. The Gallery on High Street and TriPac present classes and internships through a non-profit association with the school district and community.

The Career and Technology program spans a broad base of certified programs for entry into the workplace, post secondary training programs and college. Students can pursue pathways in construction, automotive, health care, cosmetology, business, marketing, accounting, culinary arts, early childhood education, computer science and Air Force Junior ROTC.

Beginning in tenth grade, students begin to experience the introductory courses to career and tech programs. Career Exploration begins at this grade level with curriculum expanding in 10th grade. These classes may be requirements and/or pre-requisites for determining a major study leading toward entry level certification. Access to community resources is available through the use of the department owned passenger van.

While in ninth grade, all students take a personal finance and economics course to promote money management and problem-solving skills for independence. At this time, they are expected to define their graduation project and how it connects to post secondary goals. Students will continue to participate in the career Core classes and may begin the programs that require the greatest number of hours and task lists for completion. All programs require 1080 hours, except Cosmetology which requires 1250.

In addition to the courses and programs to be found in the course selection booklet for each academic year, students can participate in activities such as college trips, job readiness workshops, business manners workshops, PSSA and SAT prep, homework help, and Science, English and Math enrichment through 21st Century grant. These trips and activities are offered to all students, including Special Education.

For grades 9-12, programming has begun to include Career Cruising, which is a complete guidance system designed with one goal in mind: to help students plan for college and their careers. Using an industry-leading portfolio development system, combined with exceptional assessments, detailed occupation profiles, and comprehensive post-secondary education

information, student can move seamlessly through the career exploration and planning process, including the following:*Career Matchmaker* is an interest assessment that after answering a series of 116 questions will rank potential careers based on the student responses. Students can then access profiles on hundreds of occupations including: job descriptions, working conditions, education and training requirements, earning potential, and links to related occupations. *My Skills* matches students with potentially suitable careers. *Our Learning Styles Inventory* can help students understand how they learn and retain information.

Special education students have many options for transition experiences, job readiness development and preparation for post secondary education. In addition to all the in-district courses, students have the option to participate with Montgomery County Intermediate Unit transition programs and through community- based job development with the transition coordinator. Paraprofessionals serve as job coaches and support students that are placed in various businesses in Pottstown. These work-study opportunities are also offered within the high school building; which is also monitored by paraprofessionals in order to provide support and job coaching.

The transition coordinator has an ever expanding role of duties and responsibilities. The coordinator participates in many IEP team meetings in order to provide input and guide to make sure each students' path is clearly defined. Students are learning how to lead their meetings and advocate for their interests and needs. They are offered post-secondary college tours of both community colleges and four year institutions. Community business leaders offer informal forums for students discussing the do's and don'ts of applying, interviewing, and maintaining employment at the invitation of the transition coordinator. Job Corp makes an informal monthly presentation to students discussing post-secondary opportunities for vocational training.

In order to stay current with all aspects of services, the coordinator attends transition council at Berks and Montgomery County Intermediate Units. Information is disseminated to staff and administrators from these meetings and other professional development opportunities. The transition coordinator will be planning ongoing meetings with the Director of Career and Technology at the present time and continuing forward for better alignment with building level practices and community opportunities. In

addition, the coordinator will begin to learn more about the Chamber of Commerce to identify resources to support job readiness activities and funding streams.

Personnel Development Activities

Topic: Secondary Transition

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Job Coaching; Fall and Spring 2014	IU Staff, Administrators and Transition Coordinator	Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Improved graduation rate to from 84% to 90% in 2015

Topic: Transition Assessment

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
June 2014, Spring 2015	IU Staff, District staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice	Increase in graduation rate of students with disabilities from 84% to 90%

Behavior Support Services

Reflections

Summarized School District Policy

Pottstown School District remains committed to addressing the needs for behavioral support and interventions at all levels to promote student success in the least restrictive environment and to meet all educational needs. Teachers use many different approaches for preventative interventions such as teaching students appropriate social and academic behaviors and whole-class incentives . These include teacher rules, practice time for appropriate rules and procedures, frequent monitoring, verbal reinforcement and praise, consistency in implementation, signaling and prompting, and redirection of inappropriate behavior. Full-time psychologists are employed in all school buildings and support is also

provided through consultative services from a contracted agency, the district social worker, and other interagency collaboration; student and family needs are addressed by providing functional behavior assessments, individual behavior support plans, individual and group counseling, and team consultation.

At the elementary level, both Lincoln Elementary School and Rupert Elementary School have adopted School-Wide Positive Behavior Support. Additionally, building-wide programs continue in the form of character education and incentive/reward programs to reinforce pro-social behavior for all students. These include recognition for completing schoolwork and homework, following classroom rules/expectations, being respectful, and other appropriate social and academic behaviors. Reinforcers vary and may include but are not limited to the following: positive notes sent home, positive praise, weekly prizes, end-of-month celebration, healthy snacks, dance parties, and extra recess time.

At the secondary level, in addition to carryover of many of the approaches used in the elementary schools, staff has been trained to utilize Restorative Practices, as a means of shaping behavior for productive and successful adulthood. Mentor and advisor programs provide a means for Middle School and High School faculty to establish meaningful connections with the students, help with goal setting, and monitor progress toward graduation and post-secondary transition.

To address the most critical needs for behavioral and emotional support, students are referred for psychiatric evaluation and treatment, and families are referred to community resources for help in seeking home-based and wrap-around services. Two of the elementary buildings have partnered with another mental health agency to provide therapeutic staff two days per week who work with students, in individual counseling sessions. Plans are currently underway for the Middle School to have similar counseling services available through this type of partnership. This enables the school to be more responsive and proactive with students who are at risk or in crisis, and promotes more effective collaboration between the agencies.

Staff and administrators are trained in Nonviolent Crisis Intervention which is referred to as CPI. This technique is for de-escalation and passive restraint for the management of aggressive and abusive behaviors. The number of staff currently trained in the Pottstown School District is 121. Additional trainings will be scheduled for staff to become CPI trained.

CPI lists the following techniques to use for de-escalation. They vary based on the situation and the staff involved and how the student responds to the situation. The techniques include but are not limited to the following: remain calm, isolate the situation, enforce limits (simple/clear, reasonable, enforceable), listen, be aware of nonverbals, be consistent, redirect, avoid power struggles, remove audience/attention, state non-threatening directives, use an understanding and reasonable approach, seek assistance, re-establish communication as needed, ignore behavior, re-direct, and/or provide an area to take a break.

The following is the school district's adopted policy for behavior support:

	SECTION: PROGRAMS
	TITLE: BEHAVIOR SUPPORT
POTTSTOWN	ADOPTED: May, 21, 2009
SCHOOL DISTRICT	REVISED: February 18, 2010

	113.2 BEHAVIOR SUPPORT FOR STUDENTS
1. Purpose	The Pottstown School District believes in the use of positive behavior support techniques. The policy is designed to enable children with Individualized Educational Programs (IEPs) who need a behavior support program, to benefit from their free appropriate public education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania's Chapter 14 Regulations and other provisions of law. In addition, this policy is designed to ensure that all District staff use appropriate behavior support techniques.
	The Board intends with this policy neither to confer upon students and their parents or guardians any greater right than they enjoy under state and federal law nor to impose upon the District any greater limitations or duties that are imposed by state and federal law. Nothing in this policy should be construed in a manner inconsistent

2. Authority 24 Pa. P.S. § 5-510 3. Definition 22 Pa. Code § 14.133(b)	with this intent. The Board adopts this policy for the purpose described above and to ensure compliance with applicable law. The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise: **"Aversive Techniques"** - Deliberate activities designed to establish a negative association with specific behavior. **"Behavior Support"** - The development, change, and maintenance of selected behaviors through the systematic application of Behavior change techniques. **"Behavior Support Plan"** - A plan addressing a disabled student's behavioral needs and interventions within an IEP. **"Functional Behavioral Assessment"** - An assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the behavior for which discipline is imposed and the effectiveness of the interventions undertaken to address, or the reactions to, the behavior. **"Positive Techniques"** - Methods which utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards. **"Restraints"** - Devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints. The term restraint does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort her from one area to another. Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP. Devices used for physical or occupation therapy, seatbelts in wheel chairs or in toilets used for balance and safety, safety harnesses in busses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition. **"Students with Disabilities"** - Students who are eligible for special education under the provisions of the Individuals with Disabilities Education Act and its implementing regulations, Chapter 14 of the regulations of the State Board of Education for the purposes of this

	policy, and its implementing guidelines, the definition of disabled Students includes students whom the District suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation an the time the incident for which discipline is imposed. This policy and its implementing guidelines shall also apply to "protected handicapped Students" within the meaning of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, and Chapter 15 of the Regulations of the State Board of Education. As applied to such students, references to IEP's and to IEP teams shall be construed as references to service agreements and to teams of appropriate school staff and parents or guardians that develop and revise service agreements. Prior to the development of a behavior support plan, an appropriate functional behavioral assessment of the student will be completed. The Superintendent has the primary responsibility for ensuring that District positive behavior management support programs are in accordance with applicable state and federal law, including the training of personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior management support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures. The Local Education Agency Representative (Chairperson) is responsible for ensuring that this policy is implemented in compliance with the IDEA and Chapter 14 during development of an IEP. .
3. Delegation of Responsibility 22 Pa. Code § 14.133 (a)-(g); 34 C.F.R. § 300.24(b),(9)(vi), 13(v) 34 C.F.R. § 300.346(a)(2)(i) and (d); 34 C.F.R. § 300.520(b) and (c) 4. Guidelines	**A. Guidelines for the Implementation of Behavior support Policy** The District recognizes that appropriate learning outcomes take place in an appropriately managed classroom. When the ongoing pattern of an identified student's behavior interferes with learning, a functional behavioral assessment will be done, and as appropriate, a behavior support plan will be implemented. Consistent with this policy and federal and state law, all students with disabilities shall comply with the Board approved discipline policy. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and participation in school. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing, and program concerns shall be reviewed and addressed prior to the development of a Behavior support program. Positive rather than negative measures shall form the basis of behavior support programs. Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. The types of interventions chosen for particular students shall be the least intrusive necessary and shall be in accordance with state and federal law. Aversive techniques, restraints, or disciplinary procedures may not be used as a substitute for a behavior support program .

22 Pa. Code § 14.133(a)	In accordance with the District's standards for effective teaching, all teachers are expected to provide classroom support by creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures and student behavior, and organizing the instructional time. Classroom management plans will not only respond when problems occur, but will also aim to prevent problems by creating environments conducive to learning. The IEP team of every student with disabilities for whom behavior impedes his or her learning, or that of others, shall consider whether the IEP of that student should include strategies to address that behavior, including positive behavior support plans, direct instruction, counseling or other supports . Stages of intervention ranging from less to more restrictive will be utilized. If strategies are unsuccessful, the IEP team will convene to determine if additional strategies are warranted. **B. Intervention Stages** Stage 1- Basic Classroom support These activities are directed toward total classroom support. Proactive classroom support requires planning of procedures and rules, and implementing these expectations, and maintaining the process throughout the year. Through the use of Stage 1 preventative interventions, students are taught appropriate social and academic behaviors.

22 Pa. Code § 14.133
 	
22 Pa. Code § 14.133
	Strategies at this level shall include teacher rules, practice time for appropriate rules and procedures, frequent monitoring, verbal reinforcement and praise, consistency in implementation, signaling and prompting, and redirection of inappropriate behavior. Proactive classroom approaches are appropriate for all students, and Stage 1 strategies shall be provided within all regular and special education classrooms.
	
	Stage 2 - Behavioral Strategies
	
	Based upon the individual needs of a particular student, an individualized functional behavioral assessment will be completed which will determine what behavioral interventions are appropriate for a particular student. Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.
	
	Stage 2 strategies listed from less to more intrusive may include, but not be limited to, the following:
	    - all strategies contained in Stage 1
	    - environmental modifications
	    - extended time to complete tests and tasks
	    - clear, concise communications of expectations
	    - systematic rewards policy
	    - specific use of technology
	    - physical/verbal prompts
	    - student behavior contracts

	- student and parent contracts - written assignment and behavior logs - social skills training: self-instruction/anger control - direct multi-sensory instruction - levels system of behavior modification - token reinforcement - group and individual counseling - warning - timeout within the classroom - timeout outside the classroom - time reduction for recess - detention/loss of privileges - in-school suspension Those strategies necessary to provide an appropriate educational program shall be described in the studnet's IEP. The following aversive techniques of handling behavior are considered inappropriate and may not be used by the District in educational programs: - corporal punishment - punishment for manifestation of the student's disability - locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit - noxious substances - deprivation of human rights such as withholding meals, water or fresh air - serial suspensions - treatment of a demeaning nature - electric shock - methods implemented by untrained personnel - methods which have not been outlined in the District's plan **C. Restraints and Emergency Procedures** Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have failed. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as a punishment. Mechanical restraints which are used to control involuntary movement or lack of muscular control of students when due to organic causes
22 Pa. Code § 14.133(e)	

22 Pa. Code § 14.133(c)	or conditions, may be employed only when specified by an IEP and is determined by a medical professional qualified to make the determination and is agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

Emergency procedures for behaviors that present a clear danger to student, other students, or staff shall be implemented by appropriately trained individuals and they include:

- immediate removal to pre-determined supervised timeout stations;
- notification of appropriate outside agencies necessary to address the emergency situation

D. Medication may be part of an overall approach for modifying behaviors.

It is the policy of the District that, while in school, the students receive only prescribed medications as administered by appropriate school personnel according to the Board policy on the administration of medication.

E. Parental Consent

The District shall assure that, as required by state and federal law, it will obtain all necessary parental consent prior to the implementation of an individualized behavior support program.

F. Regular Program of Training

The Superintendent or designee shall provide for the regular training and re-training, as needed, of District staff in the use of specific procedures, methods, and techniques that those staff members will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy. |

22 Pa. Code § 14.133; 34C.F.R.§300.346 (a)(2).	

Personnel Development Activities

Topic: De-escalation Techniques: Restorative Practices, Schoolwide PBS, FBAs/BSPs, CPI, Alternatives to Suspension

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
On-going Fall and Spring, 2014-15, 2015-16, and 2016-17	IU Staff, District Trainers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Building Teams	Reduction in referrals for discipline, intensive behavioral programming, and out-of-district placements - to be reduced from 12% to 8% over the next three years. (10% in 2014-15, 9% in 2015-16, 8% in 1016-17)

Topic: CPI

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Winter 2012, 2013, 2014	District trainers	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice	Increased numbers of staff will be certified to apply the principles of de-escalation, decreasing the numbers of students who are referred for discipline, intensive programming, and out-of-district placement (to decrease from 12% to 8%(10% in 2014-15, 9% in 2015-16, 8% in

Topic: Functional Behavioral Assessments, Positive Behavior Support Plans, Data Collection and Progress Monitorin

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall and Spring 2014-15	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Increased student success, with a decrease in referrals for discipline, intensive supports, and out-of-district placements (from 12% to 8%: 10% in 2014-15, 9% in 2015-16, 8% in 2016-17)

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

During recent school years, the District has experienced very little difficulty in placing students with low-incidence and/or more challenging disabilities. When this has occurred, it has been due to APS's and other programs not having spaces available, in addition to other programs being inadequate in management and teacher training. Much effort has gone into searching for available, appropriate placements, and visiting these schools with parents, if the student cannot be served in existing District programs. There is not been a need for any Intensive Interagency Meetings; however, should the need arise, assistance from an IU consultant would be sought to support the process.

The district continues to experience a rise in numbers of students who need specialized programming for emotional and behavioral needs. Despite programming within the district for Emotional Support placements K-12, the school buildings often lack the resources to address issues that include high levels of physical/verbal aggression, along with oppositional and disruptive behaviors. Plans for the coming years are being developed to

provide improved programming for these students, along with step-down supports for students who might return from outside placement.

Program Profile

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
Change	SD	High School	S	GE	I	LS	14	18	11	0.50
Change	SD	High School	S	GE	S	LS	15	18	6	0.50
Change	SD	High School	S	GE	S	LS	14	18	6	0.50
Change	SD	High School-JR	S	GE	S	LS	14	18	10	0.50
Change	SD	High School- JR	S	GE	I	LS	15	19	7	0.50
Change	SD	High School-LMc	S	GE	S	LSS	15	19	15	0.80
Change	SD	High School-LMc	S	GE	I	LS	15	18	2	0.20
Change	SD	Middle School-DM	S	GE	S	ES	14	18	8	0.50
Change	SD	Middle School-DM	S	GE	I	ES	16	18	4	0.30
Change	SD	High School-DM	S	GE	S	ES	15	15	1	0.20
Change	SD	High School- KK	S	GE	I	LS	14	18	20	1.00
Change	SD	High School-DE	S	GE	S	LS	14	19	15	0.80
Change	SD	High School-DE	S	GE	I	LS	15	17	2	0.20
Change	SD	High School- JD	S	GE	I	LS	14	17	5	0.20
Change	SD	High School-JD	S	GE	S	LS	14	18	13	0.80
Change	SD	High School- TD	S	GE	I	ES	14	18	6	0.50
Change	SD	High School-TD	S	GE	S	ES	14	18	5	0.50

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
Change	SD	High School- KB	S	GE	S	LS	15	19	19	0.90
Change	SD	High School- KB	S	GE	I	LS	15	17	3	0.10
Change	SD	High School- KS	S	GE	I	LS	14	17	18	0.50
Change	SD	High School- KS	S	GE	S	LS	14	17	3	0.50
Change	SD	High School- JH	S	GE	FT	LSS	15	21	12	1.00
Change	SD	Middle School- LA	M	GE	S	ES	12	14	11	0.60
Change	SD	Middle School- LA	M	GE	S	LS	12	14	2	0.40
Change	SD	Middle School- JB	M	GE	I	LS	12	15	19	1.00
Change	SD	Middle School- RR	M	GE	FT	LS	12	15	9	1.00
Change	SD	Middle School- SB	M	GE	S	LS	12	14	13	1.00
Change	SD	Middle School- ML	M	GE	S	LS	13	15	13	1.00
Change	SD	Middle School- AM	M	GE	S	LS	13	14	13	1.00
Change	SD	Middle School- JE	M	GE	S	LS	12	14	12	1.00
Change	SD	Middle School	M	GE	S	LS	12	13	10	1.00
Change	C	Barth- JB	E	GE	I	AS	9	12	1	0.32
Change	C	Barth-MM	E	GE	S	LSS	8	9	8	1.00
Change	C	Barth-MW	E	GE	I	LS	8	10	2	0.40
Change	C	Barth-MW	E	GE	S	LS	8	10	8	0.60
New	C	Barth-MW	E	GE	I	LS	8	10	2	0.40
New	C	Barth-MW	E	GE	S	LS	8	10	8	0.60
New	C	Barth-LM	E	GE	S	SLS	5	8	7	1.00
New	C	Franklin- LK	E	GE	S	AS	5	6	1	0.30
New	C	Franklin- LK	E	GE	I	LS	5	6	1	0.30
New	C	Franklin- LK	E	GE	FT	AS	5	5	3	0.40
New	C	Barth- JB	E	GE	S	LS	9	12	7	0.35

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
New	C	Barth-JB	E	GE	I	LS	9	12	5	0.35
New	C	Franklin-JB	E	GE	S	AS	6	7	4	0.50
New	C	Franklin-JB	E	GE	S	LS	6	7	2	0.50
New	C	Franklin-MC	E	GE	S	AS	7	9	5	0.50
New	C	Franklin-MC	E	GE	I	LS	7	9	10	0.50
New	C	Franklin-GH	E	GE	S	AS	9	10	3	0.30
New	C	Franklin-GH	E	GE	S	LS	8	10	6	0.30
New	C	Franklin-GH	E	GE	I	AS	9	9	1	0.20
New	C	Franklin-GH	E	GE	I	LS	9	10	2	0.20
New	C	Franklin-BB	E	GE	S	LS	9	10	7	0.40
New	C	Franklin-BB	E	GE	I	LS	9	10	3	0.20
New	C	Franklin-BB	E	GE	S	AS	9	10	1	0.20
New	C	Franklin-BB	E	GE	I	AS	9	10	1	0.20
New	C	Lincoln-KS	E	GE	S	LS	6	7	4	1.00
New	C	Lincoln-PD	E	GE	I	LS	8	9	4	0.20
New	C	Lincoln-PD	E	GE	S	LS	8	9	12	0.80
New	C	Rupert-CE	E	GE	S	LS	5	6	2	1.00
New	C	Rupert-LS	E	GE	S	LS	7	9	6	0.50
New	C	Rupert-LS	E	GE	I	LS	7	9	3	0.50
New	C	Rupert-CF	E	GE	S	LS	9	12	8	0.60
New	C	Rupert-CF	E	GE	I	LS	9	11	4	0.40
New	C	Rupert-AC	E	GE	FT	ES	10	10	1	0.50
New	C	Rupert-AC	E	GE	S	ES	6	9	2	0.50
New	C	Middle School-CK	E	GE	I	LS	11	11	1	0.40
New	C	Middle School-CK	E	GE	S	LS	10	13	7	0.60
New	C	Middle School-MK	E	GE	I	LS	10	12	4	0.34
New	C	Middle School-MK	E	GE	S	LS	10	11	2	0.33
New	C	Middle	E	GE	S	AS	11	11	1	0.33

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
		School-MK								
New	C	Middle School-MD	E	GE	S	LS	10	10	4	0.50
New	C	Middle School-MD	E	GE	I	LS	10	11	3	0.50
	C	Middle School-JS	E	C	FT	LSS	11	12	3	0.50
New	C	Middle School-JS	E	GE	S	LS	10	11	2	0.50
New	C	Middle School-JH	E	GE	I	LS	11	11	2	0.20
New	C	Middle School-JH	E	GE	S	LS	12	13	2	0.30
New	C	Middle School-JH	E	GE	I	ES	11	12	2	0.20
New	C	Middle School-JH	E	GE	S	ES	11	13	4	0.30
New	C	Middle School-VB	E	GE	S	LS	11	13	7	0.50
New	C	Middle School-VB	E	GE	I	LS	11	12	3	0.50
New	C	Middle School-JS	E	GE	FT	LSS	11	12	3	0.50
New	C	Middle School-TN	E	GE	S	LS	11	12	6	0.50
New	C	Middle School-TN	E	GE	I	LS	11	11	1	0.50
New	C	Middle School-LS	E	GE	S	LS	11	12	4	0.50
New	C	Middle School-LS	E	GE	I	LS	11	12	6	0.50

Support Staff (District)

School District: Pottstown SD

ID	OPR	Title	Location	FTE
-	SD	Classroom Assistant	Elizabeth B. Barth Elementary	7.00
-	SD	One-on-One Assistant	Elizabeth B. Barth Elementary	4.00
-	SD	Classroom Assistant	Franklin Elementary	9.50
-	SD	Classroom Assistant	Lincoln Elementary	3.00
-	SD	Classroom Assistant	Rupert Elementary	4.00
-	SD	Psychologist	Elizabeth B. Barth Elementary	1.00
-	SD	Psychologist	Franklin Elementary	1.00

-	SD	Psychologist	Lincoln Elementary	1.00
-	SD	Psychologist	Rupert Elementary	1.00
-	SD	Special Education Supervisor	All Elementary Buildings	.75
-	SD	Director of Special Education & Student Services	All Elementary Buildings	0.50
-	SD	Classroom Assistant	Pottstown High School	15.00
-	SD	One-on-One Assistant	Pottstown High School	2.00
-	SD	Classroom Assistant	Pottstown Middle School	24.00
-	SD	One-on-One Assistant	Pottstown Middle School	2.00
-	SD	Psychologist	Pottstown High School	1.00
-	SD	Psychologist	Pottstown Middle School	1.60
-	SD	Special Education Supervisor	Pottstown High School	0.50
-	SD	Special Education Supervisor	Pottstown Middle School	0.75
-	SD	Director of Special Education & Student Services	Pottstown High School	0.25
-	SD	Director of Special Education & Student Servies	Pottstown Middle School	0.25
-	SD	Occupational Therapy	Elizabeth B. Barth Elementary	1.00
-	SD	Occupational Therapy	Franklin Elementary	1.00
-	SD	Occupational Therapy	Lincoln Elementary	.70
-	SD	Occupational Therapy	Rupert Elementary	.70
-	SD	Physical Therapy	Franklin Elementary	0.20
-	SD	Physical Therapy	Lincoln Elementary	.20
-	SD	Occupational Therapy	Pottstown High School	.30
-	SD	Occupational Therapy	Pottstown Middle School	.30
-	SD	Physical Therapy	Pottstown High School	.10
-	SD	Physical Therapy	Pottstown Middle School	.10
-	SD	Speech & Language Clinician	Elizabeth B. Barth Elementary	1.00
-	SD	Speech & Language Clinician	Franklin Elementary	1.00
-	SD	Speech & Language Clinician	Lincoln Elementary	.80
-	SD	Speech & Language Clinician	Rupert Elementary	.80
-	SD	Speech & Language Clinician	Pottstown High School	.10
-	SD	Speech & Language Clinician	Pottstown Middle School	1.30

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Education Alternatives	ABA	8 Hours
-	Austill's	OT/PT	90 Minutes
-	Invo Healthcare Assoc	PT	3 Days
-	Personal Home Healthcare	Nursing	5 Days
-	Delta T Group, Inc	Psychologist	2 Days

Assurance for the Operation of Special Education Services and Programs

School Years: 2014 - 2017

The Pottstown SD within Montgomery County IU 23 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

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