
Pennsylvania Department of Education



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

Special Education Report
Friday, March 06, 2009
(Last approved Tuesday, July 29, 2008)

Entity: Pottstown SD
Address: 230 Beech St
PO Box 779
Pottstown, PA 19464-5502

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Pottstown SD	Montgomery County IU 23	David Krem	7	3245	623

District Special Education Contact:

Name	Title	Phone	Fax	Email
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Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Denise Schleicher	Pottstown SD	Regular Education Teacher	Administration
Erica Colvin	Pottstown SD	Special Education Teacher	Administration
Julie Vicente	Performance Fact	Other	Administration
Lisa Snyder	Pottstown SD	Administrator	Administration
Pam Bateson	Pottstown SD	Administrator	Superintendent
Reed Lindley	Pottstown SD	Administrator	Superintendent
Rita Cohen	Pottstown SD	Administrator	Superintendent
Stephanie Vigliotta	Pottstown SD	Ed Specialist - School Psychologist	Administration
Todd Tew	Pottstown SD	Parent	Administration

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 that include high incidences of poverty, transience, mental health issues, and single-parent homes. In the past five years, the number of in-district special education classes has grown from 36 to 48, due to both an increase in identification rates and expanded programming. 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.

1. Since the inception of itinerant support services, there has been growth in the direction of more inclusive practices. More recently, focus has been put on co-teaching, modifying curricula, and the provision of a wide range of supplementary aids and services. Despite the fact that Pottstown School District has been identified as a Tier 1 district under the Gaskin Settlement, over the last two years, the LRE statistics show a significant reduction in the ">61% category" from 32% to 13.7%. In addition the "<21% category" has grown to represent almost 40% of the special education population.
2. The elementary schools have adopted a model whereby a full-time psychologist is assigned to each of three buildings, with plans to include the remaining two elementary schools in this model in the next two years. This model affords the opportunity for the

- psychologist to have consistent and meaningful involvement with children, families, classrooms, and IST teams. In the building where this model has been in place the longest, referrals for evaluations have been dramatically reduced.
3. In the past three years, we have opened autism support classes, which now span grades K through 5, 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. For several years, all learning support programs have provided research-based literacy instruction, utilizing Direct Instruction and focused progress monitoring. Data supports that these methods have resulted in further academic growth for large numbers of identified learning disabled students.
 6. At all levels of the District, schools are participating in School Wide Positive Behavior Support and Restorative Practices. 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.
 7. 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.
 8. The special education department is exploring a potential partnership with the local partial hospitalization program to develop a "step-down" school-based partial program, in order to better support students in their transition back to the classroom.
 9. Literacy instruction at the secondary level is evidenced by the implementation of Reading Apprenticeship in the content courses. Research-based direct instruction reading programs at the secondary level include SRA Corrective Reading (both decoding and comprehension), Wilson Reading Program, Lindamood-Bell Reading, and REWARDS.
 10. Co-teaching has been a significant initiative in the secondary schools. Four partnerships of regular education-special education teachers are completing their first year of co-teaching. Joining them for 2008-09, are seven pairs of regular ed/special ed teachers, twenty-two in all. Along with training specific to co-teaching, such as professional development with Dr. Richard Villa, support from IU 23, and planned meetings with the special education supervisor, teachers have visited co-teaching models in the Twin Valley School District. Teachers are asking to participate in co-teaching for the 2009-2010 school year. Regular education teachers are actively pursuing special educators to be their co-teaching partner. Co-teaching has increased collaboration between all teachers and is creating a greater sense of inclusiveness.
 11. In addition to the co-teaching practices observed at Twin Valley, visiting Pottstown staff had an opportunity to learn about and in several situations, observe learning centers that included peer tutors. This is an area to be further explored with additional visits to our gracious neighboring district.

12. Some rethinking about professional development for paraprofessionals is underway. The co-teaching process has provided insight into the demands of a general education classroom and to the provision of supplementary aids and services. General educators need specific training in how to increase capacity for paraprofessional support and team teaching. Professional development for paraprofessionals will focus on the many facets required to perform their roles and responsibilities, especially in understanding and supporting all the demands of a general education classroom for all students.
13. IEP teams are being trained and coached at the secondary level to shift to student-centered, student led meetings in order to provide students with a greater voice into planning for post-secondary opportunities and their many years of adulthood.
14. Perhaps most promising is the unified direction that the whole District is taking in addressing the need for effective literacy instruction. This past school year has seen the organization of “learning communities” through book studies directed by the Hope Foundation, utilizing the book, Failure is Not an Option. Teams and task forces have been formed to examine the need for more research-based programs and approaches in early literacy instruction, and for the 2008-09 school year, outside consultants and coaches have been contracted to provide training in developmentally appropriate and differentiated explicit instruction, progress monitoring, and development of an RTI approach, across all primary grade levels. Additionally, IST coaches and Title I staff will be joined to work in coordination, with more streamlined and effective provision of intervention and pre-referral processes. All of these things reflect the unification of special education and regular education in addressing the needs of all learners.

It is an exciting era in the District, as the special education and regular education programs merge, in recognition of various areas of expertise among our staff and in responding to the urgency of providing appropriate and effective programming for all of the students. The focus and direction, supported and led by all levels of administration, emphasizes early and effective intervening services, partnerships within and between buildings, partnerships with community stakeholders, and continuous learning for all.

Identifying Students with Learning Disabilities

The Pottstown School District has not adopted RTI to the extent that it can be used for identifying students with specific learning disabilities, with the exception of a couple of isolated cases in the recent past. We continue to utilize the traditional discrepancy model on a normal basis. As RTI systems for delivery of differentiated instruction are more fully developed in Pottstown, it is hoped that PDE can provide training regarding the parameters to be used for establishing RTI as a method for identification. As Tier II interventions are implemented with the guidance of Step-by-Step Learning, more data will be provided on which to base RTI decisions.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Ethnicity Enrollment Differences

Last Modified:

Not significantly disproportionate.

Exiting Statistics

Exiting Statistics

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The District plan to improve graduation rates and decrease dropout rates has a number of components. The plan includes the following: Eighth grade orientation; 21st Century tutoring; freshman academy; Algebra I intensive support; after school learning center; student career center; career and tech programs beginning in 10th grade; Project 720; guidance support for at risk students; home visits; co-curricular activities; and dual enrollment with Montgomery County Community College.

Since 2005 when the graduation rate data indicated that 73.8% of Pottstown High School students graduated, the graduation rate for 2006-07 has increased to 77.8%. It is expected that the data for 2007-08 will show continued increases.

As research indicates that effective dropout prevention programs must begin as early as eighth grade, there is significant emphasis on a strong orientation program for eighth graders. These students visit the high school during the spring of their eighth grade year for a tour of the high school which includes all the academic and career/vocational technology programs. Parents and students are invited back on the same evening to attend a dinner hosted by the guidance department to learn more about the offerings of the comprehensive programming and to tour the building. Students complete course selection for ninth grade at the Middle School with support from the guidance and special education high school departments.

During the summer, prior to the ninth grade, students have the opportunity to once again visit the building. This would include families that: missed the first round of orientation, move-in students to the district, and anyone interested in repeating the process. 25% of the incoming ninth graders are eligible for the 21st Century Tutoring program. Over the six weeks of this summer program, students are given an orientation to the high school, expectations for classroom demands and curriculum, and a time to build community such as gym and other motivating activities.

The Freshman Academy is a modified team approach where team members meet two times in a six day cycle in Professional Learning Communities. Discussions focus on such topics as curriculum, instruction, assessment, 504 plans, and special education needs such as access to the curriculum. The ninth grade class has an assembly every other month for special programs such as preparation for college and Restorative Practices. All ninth graders attend planned college visits. The Freshmen Academy identifies students who are needy and at risk to develop learning plans. The goal is to help focus students on their academic efforts and to involve their parents. Twice during the cycle, High Schools That Work meet to brainstorm ways to help students at risk become more connected and engaged.

Algebra I instruction continues for those 9th graders who are found to require continued math instruction at this level. 60% of the students are found to need this instruction in ninth grade. The philosophy behind this concept is to provide exposure to the content and skill development where it is not a requirement for graduation. When taken in ninth grade, the options include a semester long course in the block scheduling or an all year course, also in the block format.

The District plan for secondary literacy initiatives for 2008-2009 has a major focus on Reading Apprenticeship. Reading strategies will continue across the content areas. Reading Apprenticeship practices will be reviewed with staff and more opportunities afforded for implementation and reflection. More specific complimentary reading strategies will be introduced through "3 Keys". The Middle School has completed a writing map for Social Studies and Language Arts. Added to that will be Science and Related Arts courses so that across the curriculum specific writing styles will be taught and progress in student writing monitored. The High School will complete a writing map during the year. Middle School will utilize 4Sight as an assessment tool and the High School will use Study Island. Data review sessions are to be planned into the program to monitor student progress, make instructional adjustments, and implement enrichment opportunities. The District will work with Montgomery County Intermediate Unit to determine diagnostic assessments such as MAZE probes and to assist in leading the data sessions. The District is also seeking support from MCIU to model specific reading strategies for instructional staff. Selected middle and high school teachers will be trained in LETRS modules 1 and 11.

In 8th grade, students are introduced to a wide array of career options using the Bridges software program. Upon entrance to the high school, students can register at the Career Center to learn about career choices and the various options available for further study. Services include job shadowing, internships, volunteer employment, preparation for employment, explorations, continuing education, work study, part-time employment, and a job hotline. This is on-going and many students take advantage of the opportunities. The Center is located in the guidance suite so that students can do some independent research, find resources and materials, and have their questions answered by staff in addition to the career coach that works directly with these services.

Pottstown School District was identified as a year 1 school in the implementation of PAPods. The first survey was completed prior to seniors graduation in 2006. The follow up survey was completed in the spring of 2007 on those 2006 graduates. To date, the District has not received any follow up information regarding the surveys and its results. The District chose not to accept the option to participate for a third year as student contact information was very limited in the post graduate year.

Pottstown High School is a comprehensive school with a full range of choices that include honors and gifted programming, all academic content courses, a health and wellness program, career and technical programs, a range of work programs, and many co-curricular and sports options. Students begin the career and tech programs in tenth grade. All students are encouraged to participate in these courses whether they consider seeking employment following graduation or planning to attend post-secondary education. Currently 20% of the student body participate in co-curricular activities compared to 11% representing the national average. The goal is to help prepare students with knowledge and skills that can be applied throughout their lifetime.

Project 720 provides students with a chance to develop an individual learning plan. It addresses a student's strengths, needs, current scores on various assessments. Students discuss their career goals and the ways in which these can be achieved. Tutoring and the after school learning center are offered where appropriate. Students also learn to self advocate.

Pottstown High School is fortunate to have an agreement with Montgomery County Community College for a dual enrollment program. Students have the option of taking classes for high school or college credit. The course cannot be a graduation requirement. Many students take the placement exams to learn where their reading and math scores would place them should they matriculate. Many students have become interested in continuing their education post-high school as they learn about the academic and career benefits they would gain from continuing their education.

To support the District Plan and its goal to empower all students to achieve graduation, special education adds a supportive component for students whose attendance and eligibility for graduation remains in jeopardy. In addition to special education teachers monitoring their caseloads for attendance, discipline concerns, and grades, the high school guidance department tracks student attendance. As days absent begin to accrue, the specific special education case manager and the special education supervisor are notified. An IEP team meeting is convened to discuss the various concerns and problem-solve to improve attendance and school performance for individual students. When it is apparent that a student is a non-attender with a desire to leave school, the team reconvenes presenting additional options, increasing levels of support, recommending community-based resources, and making revisions to the IEP. If parents are non-responsive to the initial contact and telephone call, three additional attempts are made to engage the parent in a meeting. Should the parent fail to respond to any attempts made by the District, the IEP team will meet to support the student to remain in school.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name Provider of Educational Services # of Students Receiving Svcs 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 diploma to the graduate.

Facilities for Incarcerated Students

Facility Name Provider of Educational Services # of Students Receiving Svcs as of Dec 1

Not applicable District is not a host site. 0

Least Restrictive Environment 34 CFR §300.551

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.

Teachers have been trained to address the mandates of LRE at initial and review IP 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.

This past year, District-employed related services providers (Speech, OT, and PT) attended a two-part training by PaTTAN, regarding the replacement of the traditional pull-out model with more push-in and co-teaching strategies to deliver their services. As a result of this training, staff members are prepared to fully utilize inclusive and collaborative practices more consistently across all school buildings in the upcoming school year.

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. As this becomes adopted on a more wide-spread basis next school year, pull-out and resource room models of delivery are expected to be greatly reduced.

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.

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.

Through the opening of our own life skills and autism support programs in the District, we have been able to "bring back" a great number of students, who would have previously been sent to IU or APS classes outside the District. Through means of on-going consultation and in-district training, staff is providing 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.

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.

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. Team meetings are held in an on-going effort to foster student growth and independence, along with communication between agencies and all team members.

The District has committed to the development of an RTI process through DIBELS, 4Sight, instructional coaching, and more differentiated, collaborative methods of intervention across the District at primary grade levels. This should result in general education classrooms where students with learning difficulties can function more successfully. Additionally, through co-teaching, there should be more available means and resources for providing “early intervening programs,” adapting curricula, and individualized support.

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 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
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 accommodations 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.
Scaffolding	Provides modeling and modifications for success with regular education curriculum and instructional activities
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
Speech and language therapists	Provides support for participation through development of communication and speech skills
Vision/Braille Services (IU 23)	Provides materials, adaptations and training for reading and writing and translation

LRE Data Analysis

LRE Data Analysis

Personnel Development Activities

Topic: Co-Teaching (Elementary)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
May 2008 and October 2008	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Conferences	Students identified for special education will participate at higher levels in the general curriculum and instruction (with LRE category of <21% representing more than 40% of the subgroup.) By the increase of teachers participating in co-teaching on the elementary level, the number of

students gaining access to the general education environment will increase. In 2007-08 0 teachers participated in a formal co-teaching process. For 2008-09 14 teachers will participate in a formal co-teaching process. In 2009-10 it is anticipated that there will be a 20% increase in participating teachers. For 2010-11 it is anticipated that there will be an additional increase of at least 10% in participating teachers. This will result in an increase in numbers of students in the LRE category of <21% - from 40% in 2007-08, to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11. Subsequently there will be a decrease in numbers of students in the LRE category of >60% - from 14% in 2007-08, to 12% in 2008-09, to 10% in 2009-10, to 9% in 2010-11.

Topic: Supplementary Aids and Services in Regular Education (Elementary)

Anticipated Training Partners Training	Training Participants and	Training Format	Evidence of Results
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Dates		Audience		
September 2008 and February 2009	MCIU inclusion specialist/consultant	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Students identified for special education will participate at higher levels in the general curriculum and instruction (with LRE category of <21% representing more than 40% of the subgroup.) Numbers of students in the LRE category of >60% will continue to decline, to represent less than 14% of the subgroup. In 2008-09 there will be planned staff development/support for content specific teachers in the area of modifications and adaptations to meet the demands of the general education setting. As a result of this continued professional development it is anticipated that student achievement will increase by 10% in the core content areas in 2008-09 with an additional 5% increase for each consecutive year.

Topic: Response to Intervention/Delivery of Tier 2 Services

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
August 2008- May 2009	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Number of students referred for testing and evaluation will decline, resulting in fewer students being identified for

special education and in need of Tier 3/pull-out services. During the 2007-08 school year, there were 124 initial evaluations for special education. During the 2008-09 school year there will be a 10% decrease to 111 initial evaluations; in 2009-10 another 10% decrease to 100 initial evaluations; and in 2010-11 a 5% decrease to 95 initial evaluations.

Topic: Delivery of Related Services through push-in/consultative model

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Continuation from February/April 2008 - August 2008-May 2009	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Numbers of students pulled out for individual and small group session (for speech and occupational therapy) will be reduced by 25%. In the fall of 2008 the data from individual and small group sessions will be analyzed to develop a baseline. In consecutive years, 2009-2010 and 2010-11, it is anticipated that there will be a decrease of 15% in numbers of students pulled out for related

services, with a 10% decrease in 2009-10, and a 5% decrease in 2010-11.

Topic: Co-Teaching (Secondary)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
September 2008, November 2008, January 2009, March 2009, and May 2009	IU Staff, Supervisor of Secondary Education; MCIU Inclusion Specialist; MCIU Consultant	Instructional Staff	On-site Training with Guided Practice, Study Groups	After school professional development topics addressing the demands of a general education classroom and universal design for learning and planned collaborative time to increase successful access to the regular education. It is anticipated that there will be an increase in the numbers of students in the LRE category of <21%, from 40% baseline in 2007-08, to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11. The Middle School students will increase their participation in Mathematics and Language Arts in the general education setting. This is in addition to the ongoing participation in Science and Social Studies. In 2007-08 all students

participated in Science and Social Studies in the general education setting. For 2008-09 it is anticipated that 100% of the students will participate in the general education setting for Science and Social Studies; there will be an increase of 20% in students participating in Mathematics and Language Arts in the general education setting. In 2009-10 and 2010-11 it is expected that 100% of the students will continue to participate in Science and Social Studies in the general education setting. For Mathematics and Language Arts instruction in 2009-2010 and 2010-11, it is anticipated that the percentage of students receiving instruction in the general education setting will increase by 20% each year. The baseline for co-teaching in 2007-08 was 4 teachers. For 2008-09, 10 teachers will participate in a formal co-teaching process. In 2009-10 and increase of 20% (for a total of 12 teachers) will

be realized and for 2010-11 an additional 10% (for a total of 15 teachers) participating in a formal co-teaching process is anticipated. This will result in increased numbers of special education students being instructed in the regular classroom and accessing the regular curriculum, with support, modifications, and accommodations.

Topic: Supplementary Aids and Services

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2008-2009 and 2009-2010 school years	IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Workshops with Joint Planning Periods, Study Groups	Planned instruction to meet the needs of learners in the classroom minimizing the need to adapt or modify instruction. Increased access to the general education setting thereby reducing the number of students in the above 60% category (from 14% in 2007-08, to 12% in 2008-09, to 10% in 2009-10, to 9% in 2010-11) and increasing students in the below 21% category (from 40% in 2007-08, to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.) In 2008-09 there will be

planned staff development/support for content specific teachers in the area of modifications and adaptations to meet the demands of the general education setting. As a result of this continued professional development it is anticipated that student achievement will increase by 10% in the core content areas in 2008-09 with an additional 5% increase for each consecutive year.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Daniel Boone High School	Neighboring School Districts	Life Skills Support	1
Child Development Center (CDC)	Special Education Centers	ES, LS, MDS	3
The Lincoln Center (Pottstown)	Other	Licensed Private Day School: ES	15
Pathway School	Approved Private Schools	AU	2
Davidson School	Approved Private Schools	MD, ES	5
Wordsworth Academy	Approved Private Schools	ES	3
Wordsworth Academy	Other	Spirit Program: Licensed Private Day School: ES	1
Camphill School	Approved Private Schools	LSS	2
Camphill School	Other	Licensed Private Day School: LSS	4
Devereaux Day School	Approved Private Schools	ES	4
New Life Youth & Family Services	Other	Licensed Private Day School: ES	3
Scranton State School for the Deaf	Other	Residential Facility	1

Hill Top Preparatory	Other	Licensed Private Day School: 1 LS	
Community Service Foundation (Pottstown)	Other	Licensed Private Day School: 3 ES	
Tri County Learning Academy	Other	Licensed Private Day School: 7 ES	
Glen Mills Day School	Other	Licensed Private Day School: 1 ES	
Perkiomen Valley Academy	Other	Licensed Private Day School: 1 LS	
Children's Home of Reading	Other	Licensed Private Day School: 4 ES	
Opportunities	Other	Licensed Private Day School: 7 ES, AU, LS	
Progressions (Pottstown)	Other	Licensed Private Day School: 9 ES, LS	
Martin Luther	Approved Private Schools	ES	2
Devereaux -- Gateway	Other	Licensed Private Day School: 1 ES	
Overbrook School for the Blind	Approved Private Schools	BVIS	1
Pennsylvania School for the Deaf	Approved Private Schools	DHIS	1

Personnel Development for Improved Student Results

Technical Assistance and Training

Technical Assistance and Training

Personnel Development Activities

Topic: AYP

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008; Spring 2009; Fall 2009; Spring 2010; Fall 2010; Spring 2011	Step-by-Step Learning	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Subgroup of students grades 3-5 identified for special education will meet AYP through a yearly increase of 10% over the previous

year's percentage, of students scoring advanced/proficient in Reading and Mathematics. For grade level 3 in math the proficiency rate will grow from 26% in 2006-07, to 29% in 2008-09, to 32% in 2009-10, to 35% in 2010-11. For 3rd grade reading, the proficiency rate will grow from 24% in 2006-07, to 26% in 2008-09, to 29% in 2009-10, to 32% in 2010-11. For grade level 4 in math the proficiency rate will grow from 41% in 2006-07, to 45% in 2008-09, to 50% in 2009-10, to 55% in 2010-11. For 4th grade reading, the proficiency rate will grow from 25% in 2006-07, to 28% in 2008-09, to 31% in 2009-10, to 34% in 2010-11. For grade level 5 in math the proficiency rate will grow from 33% in 2006-07, to 36% in 2008-09, to 40% in 2009-10, to 44% in 2010-11. For 5th grade reading, the proficiency rate will grow from 15% in 2006-07, to 17% in 2008-09, to 19% in 2009-10, to 21% in 2010-11.

Fall 2008;
Spring 2009;
School years
2009-
2010,2010-
2011

Instructional
Coaches

Parent, New Staff,
Paraprofessional,
Instructional Staff,
Administrative Staff

On-site Training with
Guided Practice, Study
Groups

Subgroup of
students grades 3-
5 identified for
special education
will meet AYP
through a yearly
increase of 10% of

students scoring advanced/proficient in Reading and Mathematics.

Topic: Participation

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
5/21/08; 10/1/08; Spring 2009; Fall 2009; Spring 2010; Fall 2010	IU Staff	Instructional Staff, Administrative Staff	Conferences	Students identified for special education will participate at higher levels in the general curriculum and instruction (with the LRE category of <21% representing more than 40% of the subgroup) to maintain high levels of participation in PSSA testing. This will result in the participation rate increasing by 1% over each previous year's percentage: from 92.46% to 93% in 2008-09, 94% in 2009-10, and 95% in 2010-11.
Fall 2008; Fall 2009; Fall 2010; Fall 2011	Special Education Administrative Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	Workshops with Joint Planning Periods, Study Groups	Students identified for special education will participate at higher levels in the general curriculum and instruction (with the LRE category of <21% representing more than 40% of the subgroup) to maintain high levels of participation in PSSA testing. This will result in the

participation rate increasing by 1% over each previous year's percentage: from 92.46% to 93% in 2008-09, 94% in 2009-10, and 95% in 2010-11.

Topic: Proficiency: Reading and Mathematics

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
School year 2008-2009	Step-by-Step Learning/Instructional Coaches	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	District will continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Reading tests -- as supported by yearly 10% increase in the subgroup of IEP students. District scores for IEP students will evidence the following proficient rates, with a baseline of 17% in reading and 21% in math (2006-07.) Scores will reflect 19% in reading and 23% in math in 2008-09, 21% in reading and 25% in math in 2009-10, and 23% in reading, and 28% in math in 2010-11.
Reading: SRA Corrective Reading Fall 2008; Spring 2009	IU Staff, MCIU Training Consultant	New Staff, Paraprofessional, Instructional Staff	On-site Training with Guided Practice	Additional middle and high school staff will be trained in the delivery of this direct instruction Reading program. Anticipated growth

Mathematics IU Staff, Co-
Training: Teachers
2008-2009
school year;
2009-2010
and 2010-
2011 school
years

Parent, New Staff, On-site Training with
Paraprofessional, Guided Practice,
Instructional Staff Study Groups

in student performance is 10%. For IEP students, proficiency rates for reading in grade 6 will increase from 19% in 2006-07 to 21% in 2008-09, to 23% in 2009-10, to 25% in 2010-11. Proficiency rates for reading in grade 7 will increase from 16% in 2006-07 to 18% in 2008-09, to 20% in 2009-10, to 22% in 2010-11. Proficiency rates for reading in grade 8 will increase from 20% in 2006-07 to 22% in 2008-09, to 24% in 2009-10, to 26% in 2010-11.

More paraprofessional support in Algebra I and Algebra II in the secondary buildings along with increased student participation in co-taught classes. Anticipated student growth in performance is 20% each year, as demonstrated at the secondary level. For IEP students, proficiency rates in grade 11 math scores will increase from 3% in 2006-07 to 5% in 2008-09, to 7% in 2009-10, to 9% in 2010-11.

Personnel Development - PA NCLB Goal #1

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #1

Personnel Development Activities

Topic: Reading

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
LETRS (Language Essentials for Teachers of Reading and Spelling)	IU Staff, Step-by-Step Learning/Instructional Coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	District will continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Reading tests. In 2008-09 a baseline will be determined from the disaggregated data from 2007-2008. In the fall of each year (2009 and 2010) disaggregated data will be analyzed to evidence a 10% increase in student achievement per year.
Explicit Instruction: Fall 2008; Spring 2009; Fall 2009; Spring 2011	Step-by-Step Learning/Instructional Coaches	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	District will continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Reading tests. In 2008-09 a baseline will be determined from the disaggregated data from 2007-2008. In the fall of each year (2009 and 2010) disaggregated data will be analyzed to evidence a 10%

DIBELS, Data Analysis, and Progress Monitoring: School Years 2008-2009, 2009-2010, 2010-2011	Step-by-Step Learning/Instructional Coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	increase in student achievement per year. District will continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Reading tests. In 2008-09 a baseline will be determined from the disaggregated data from 2007-2008. In the fall of each year (2009 and 2010) disaggregated data will be analyzed to evidence a 10% increase in student achievement per year.
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Topic: Math Explicit Instruction/Differentiated Instruction

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008; Spring 2009; Fall 2009; Spring 2010	Instructional Coaches	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods	District will continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Mathematics tests. In 2008-09 a baseline will be determined from the disaggregated data from 2007-2008. In the fall of each year (2009 and 2010) disaggregated data will be analyzed to evidence a 10% increase in student achievement per year.
Benchmark	IU Staff,	New Staff,	On-site Training with	District will

testing, progress monitoring, and data analysis: School years 2008-2009, 2009-2010, 2010-2011	Instructional Coaches	Paraprofessional, Instructional Staff, Administrative Staff	Guided Practice, Workshops with Joint Planning Periods, Conferences	continue to evidence growth in percentage of students scoring advanced/proficient on PSSA Mathematics tests. In 2008-09 a baseline will be determined from the disaggregated data from 2007-2008. In the fall of each year (2009 and 2010) disaggregated data will be analyzed to evidence a 10% increase in student achievement per year.
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Base Line Data

PSSA data over the last three years illustrate significant academic gains for Pottstown special education in some grade levels. In particular, the trend at the elementary grade levels has shown a positive response to the adoption of more intensive Direct Instruction programs, including SRA Reading Mastery and Language for Learning, and continuation of Wilson Language for prescriptive reading interventions. At all grade levels, progress monitoring has been fine-tuned and helps to address learning needs in more effective ways. The District initiated and is currently expanding on its use of instructional coaches for delivery of reading and math instruction, as well as for monitoring student progress, analyzing data, and targeting specific needs.

Following this school year's data analysis and consultation with outside agencies, the District has committed to a more focused and comprehensive approach to addressing early learning needs. Partnerships with preschools, instructional coaching and team collaboration, and the RTI process promise to build a stronger foundation for all early learners, to prepare students for success at each level of instruction. In every building, collaborative team strategies are planned in order to differentiate and teach inclusively, in order to address all learning needs, provide enrichment, and reduce the numbers of students referred for evaluation.

At the secondary levels, curriculum and class scheduling is providing a greater focus on access to the general education setting. During the 2007-2008 school year, co-teaching was implemented by two partnerships at the middle school and two at the high school. For the 2008-2009 school year the number of co-teachers has increased from eight to twenty-two. An interesting and positive aspect has been regular education teachers seeking out a special education partner. Teachers have participated in professional development opportunities with Richard Villa, Marilyn Friend and Anne Beninghof. The teachers have visited the Twin Valley School District to observe their co-teaching models at middle and high school. In addition, observations of the learning centers supported by peer tutors, regular and special ed teachers have motivated the District to explore the concept for consideration in the secondary program adapted, of course, to our own needs. Middle and High school programs use the SRA Corrective Reading program. The goal is for the decoding program to be mastered at the middle school level so the high school instruction can focus on the comprehension component. The middle

school and high school will deliver training in Mod 1 and Mod 11 of LETRS, along with Reading Apprenticeship to better address needs for literacy at the secondary levels. Professional development is being planned to increase capacity of paraprofessionals to understand the demands of the general education setting, plan with regular education teachers and co-teach or support more fully as a supplemental partner. Staff development to more fully utilize the paraprofessional in regular education classrooms will be implemented. Co-teaching, learning centers, and better use of paraprofessionals to support inclusive practices will enhance student performance not only in reading and math, but in the social interactions learned from positive role models.

Personnel Development - PA NCLB Goal #3

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #3

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
Inclusion/Supplementary Aids and Services: 10/08; Spring 2009; Fall 2009; Spring 2010	Special Education Administrative Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Related Service Personnel	Workshops with Joint Planning Periods	Students identified for special education, including those who are eligible in the category of autism, will participate at higher levels in the general education curriculum and instruction (with the LRE category of <21% representing more than 40% of the subgroup.) The <21% category will increase from 40% in

ABA: Continuation of program which started January 2008 - August 2008; May 2009	Education Alternatives -- consultant	Parent, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	<p>2007-08 to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.</p> <p>Students identified for special education, including those who are eligible in the category of autism, will participate at higher levels in the general education curriculum and instruction (with the LRE category of <21% representing more than 40% of the subgroup.) The <21% category will increase from 40% in 2007-08 to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.</p>
District Training: October 2008; Spring 2009; Fall 2009; Spring 2010	District Autism Team Members	Parent	Study Groups	<p>Parent communication allowing more access to community and local resources for students and families. Facilitation of higher level of parent understanding and involvement in educational process. This will result in students with</p>

autism being more successfully included in the regular environment and activities. Evidence will be reflected in the <21% category increasing from 40% in 2007-08 to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
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
Supporting Students in Inclusion/Regular Education Settings 5/21/08; 10/1/08; Spring 2009; Fall 2009; Spring 2010; Fall 2010, Spring 2011	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Special education students will be included in regular class instruction at higher levels, as evidenced by increase above 40% in percentage of students in the LRE category of <21%. The <21% category will increase from 40% in 2007-08 to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.
Supplementary Aids and Services 8/22/08; Spring 2009; Fall 2010	District related services providers	Parent, Paraprofessional	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Paraeducators will be trained to carry out and reinforce activities and skills as prescribed by speech therapists and occupational therapists. This will result in a decrease in numbers of pull-out sessions required to

address educational/therapeutic needs of students and an increase in amount of time participating in regular class instruction. (LRE statistics) The <21% category will increase from 40% in 2007-08 to 42% in 2008-09, to 46% in 2009-10, to 50% in 2010-11.

Base Line Data

Pottstown's special education program opened its first autism support class three years ago. Best practices were applied to preparation, training, staffing, and furnishing this classroom. 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.

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 - PA NCLB Goal #5

Reflections

There are currently no reflections selected for this section.

Personnel Development - PA NCLB Goal #5

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Fall 2008	IU Staff	Instructional Staff, Administrative Staff	Conferences	Transition -- Indicator 13 --

Selected teachers will attend a two day training offered by Montgomery County IU.

Following the December 3, 2008 training, participants will collaborate with the Supervisor of Secondary Special Education to develop a framework for training and professional development.

100% of the teachers will be trained in 2008-2009 school year.

Following the training, in the 2008-2009 school year, the teachers and Supervisor will collaborate to develop an action plan for continuous improvement in the transition planning process. In 2009-2010, during the fall, the Team will review the plan and will make any necessary revisions based on analysis. In Fall of 2010, the Team will again review the plan and make any necessary revisions based on analysis. Improved transition planning and programming will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82%

January 2009 - January 2010	IU Staff, Secondary Special Education Supervisor	Parent, Paraprofessional, Instructional Staff, Related Service Personnel	On-site Training with Guided Practice	<p>in 2010-11.</p> <p>Teachers participating in the Indicator 13 trainings will assist with professional development along with the Secondary Special Education Supervisor. Further professional development will occur as a focused topic of the Professional Learning Community (PLC) meetings. Mentoring/coaching of colleagues in transition planning and facilitating discussion at IEP meetings is expected. Baseline data to be determined by survey form to be completed during the fall of 2008, measured in June 2009, and January 2010. The survey form will focus on the Transition Plan in the IEP document. An analysis of disaggregated graduation rates and drop out rates will also be reviewed in order to increase graduation rates leading to successful post-secondary outcomes. Improved transition planning and programming will result in increased graduation rates for special education</p>
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<p>Fall 2008 - Winter 2009; Fall 2009; Spring 2010</p>	<p>IU Staff, High School psychologist and Supervisor</p>	<p>Parent, Instructional Staff</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82% in 2010-11.</p> <p>Transition -- Summary of Performance Written Reports Special Education teachers will write quality reports summarizing the action steps, goals, and progress toward post-secondary outcomes for graduating seniors. Baseline and standard will be determined by reviewing the Summary of Performance Reports prepared for 2008 graduates. In fall 2009 SOPs will be reviewed with an anticipated 50% increase in fidelity to the report requirements. In fall 2010 SOPs will be reviewed with an anticipated 100% increase in fidelity to the report requirements. Improved transition planning and programming will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82% in 2010-11.</p>
<p>Fall 2008 and Winter 2009</p>	<p>IU Staff, Special Education Supervisor</p>	<p>Administrative Staff</p>	<p>On-site Training with Guided Practice</p>	<p>Transition Indicator 13 -- All secondary administrators will understand the</p>

transition planning process, enhance discussions at IEP meetings toward post-secondary outcomes, and provide feedback to teachers on the process following IEP team meeting at which they served in the role of LEA. Supervisor of Secondary Special Education and the high school psychologist will participate in meetings as non-LEA team members to provide feedback ensuring appropriate transition plans. 100% of secondary administrators will be trained. It is anticipated that transition planning for students will become more comprehensive through administrative support with plans improving by 15% at the close of each school year (2009, 2010, 2011). The baseline will be determined after analysis of transition plans of students from 2007-2008. Improved transition planning and programming will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82%

<p>Fall 2008; Spring 2009; Fall 2009; Spring 2010</p>	<p>Special Education Supervisor</p>	<p>Parent, Administrative Staff</p>	<p>On-site Training with Guided Practice</p>	<p>in 2010-11. Transition -- student directed and student centered IEP meetings IEP meetings will focus on student strengths and interests with students as active participants. Access to the general education environment and curriculum will drive post-secondary outcomes, goals, and specially designed instruction. 50% improvement by June 2009. 100% improvement by June 2010 of IEP plans 5% increase toward proficiency in Reading and Mathematics PSSA scores. Higher levels of academic proficiency, along with improved transition planning and programming, will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82% in 2010-11.</p>
<p>Fall 2008; Spring 2009; Fall 2009; Spring 2010; Fall 2010; Spring 2011</p>	<p>IU Staff, With Parent support from Supervisor; transition coordinator; community agency partners</p>	<p>Study Groups</p>	<p>Transition -- school and community resources for post school outcomes Meetings will be held each semester with one scheduled during the daytime and a second set for the evening so</p>	

Spring 2009; IU Staff, High Parent,
Fall 2009; School Paraprofessional
Spring 2010, Career
Fall 2010; Coach
Spring 2011

On-site Training with
Guided Practice

all parents have an opportunity to attend. Parents will become familiar with community agencies, training programs, post-secondary two and four year programs, access to post-secondary supports for their student. Improved transition planning, preparation, and programming will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82% in 2010-11.

Transition -- building capacity to support students in community-based work environments Paraprofessionals will be able to supervise and coach students in a community work environment. 100% increase of qualified paraprofessionals to support students in a community work environment. Current baseline data indicates 4 paraprofessionals in the middle and high schools participate with students in supporting volunteer working exploration. Improved transition planning and programming, with the support of

<p>Spring 2009; Spring 2010; Spring 2011</p>	<p>IU Staff, Transition coordinator; Career coach and Supervisor</p>	<p>Parent, Paraprofessional, Instructional Staff</p>	<p>On-site Training with Guided Practice, Conferences</p>	<p>trained paraeducators, will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in 2009-10, and 82% in 2010-11.</p> <p>Transition -- explore, identify, and implement interest and aptitude inventories</p> <p>Explore interest and aptitude inventories in addition to tools utilized in computer-based career courses to support and enhance transition planning and post-secondary outcomes. Pilot identified tools during 2008-2009. Implement and assess identified planning tools. Implementation of 4-5 planning tools during the 2009-2010 school year. Exploration will be conducted in 2008-2009; Implementation in 2009-2010 and Evaluation of the tools in 2010-2011 with any necessary revisions or additions. Improved transition planning and programming will result in increased graduation rates for special education students, from 75% in 2006-07 to 78% in 2008-09, 80% in</p>
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Base Line Data

Pottstown School District has the distinction of being one of the few districts throughout the State of Pennsylvania to have a comprehensive High School. This structure and programming enhances the District's capacity for students to remain in their home school in the least restrictive environment. Students are afforded opportunities to prepare for a variety of post-secondary goals and outcomes. The District continues to learn that transition requires a coordinated effort involving all stakeholders for each student.

Among the components of secondary transition services within the Pottstown School District are the following: eighth grade course selection and orientation; Career Center; career and technical courses; articulation agreements with neighboring programs; cooperative education, diversified occupations, and work study; community-based assessments; participation with OVR; job coaching and career development networking; guidance counseling for post-secondary education; and professional development.

The Pottstown School District has drafted a Post-secondary Transition Plan. It is a comprehensive approach to transition planning for students in grades nine through twelve. The four components of the plan identify college access, career planning, graduation projects with 21st century skills, and community outreach. The plan incorporates for all students such things as: before, during and after-school academic support; goal setting; field trips; shadowing; mentoring; internships; and a relevant and rigorous curriculum. Career planning tools being considered are Bridges at the middle level and COIN at the high school level. Resources are available from Project 720, Classrooms for the Future Reform grants, 21st Century Community Learning Center After-school grants, Upward Bound College Preparatory partnership with Montgomery County Community College, and support from the Vanguard Group enhance college access.

In addition, special education students benefit from participation in the Work Exploration, Work Training, and Work Study programs offered through Montgomery County Intermediate Unit. Additional job coaching is provided by an in-district career coach and through community agencies such as KenCrest EmployNet.

Secondary transition services for most students begin while they are in eighth grade where all students participate in an orientation program to the high school. Students and parents are invited for tours of the building and informational sessions about all programs. The course selection process includes guidance and special education staff visiting middle school classrooms to discuss academic and technical courses while offering support for appropriate selection of courses. Parents and students are offered a guide to course selection for grades nine through twelve each year. The program of studies is outlined with detailed descriptors of all courses. Parents participate in the process along with their student.

All high school students are able to register for Career Center Services, located within the guidance department, are available to all high school students. Services include: job shadowing; internships; graduation project ideas; volunteer employment; preparation for employment; employment and career exploration; continuing education; volunteer career study for credit; part-time employment; and a job hotline. The District holds membership in the Chamber of Commerce and continues its connections with business-education partnerships.

Career and technical education provides students with various options in specific areas. Students who complete all programs are eligible to receive a PA Skills Certificate in mastered

programs. Participation is open to students even if completion of the program is not a desired outcome. Apprenticeships, diversified occupations, internships, field trips and cooperative education are available through career and technical programs.

Career courses are designed for ninth graders to explore a variety of careers contained in a cluster. Information on specific careers in health and science; business, marketing, and finance; mechanical/technical/engineering; and in hospitality and personal services are elective courses. Exploratory activities include shadowing experiences, career portfolio development and hands-on projects. In ninth and tenth grade, all students are enrolled in computer application, career exploration, and economics courses. Students explore career interests and develop a career plan. The plan is updated each year. Students learn personal finance and cash journals among other things using an electronic spreadsheet and data bases.

Beginning in ninth grade and on-going as determined by the student, family, and/or the IEP team, special education students may select a direct instruction course that provides in-depth career exploration. Community members employed in specific related careers are invited to the class to discuss their line of work and position demands, answer questions, and offer insight into the world of work.

Beginning in tenth grade, career and technology programs are offered in automotive, business and office, cosmetology, culinary arts, design and drafting, early childhood education, health care, marketing, and Air Force Junior ROTC. Students may also select major courses in fine arts.

Students may pursue career pathways beyond the programs offered at Pottstown High School. By way of example, students may pursue an interest in small animal care, automotive body, and graphic arts via an agreement with the Center for Arts and Technology, CAT-Pickering, located in Phoenixville, Chester County. The option is open for half day and full day programs. Students may also participate at Montgomery County Community College during their senior year in courses that are not graduation requirements. Students can select the course for either high school elective credit or toward college credits. Special education students often take the reading and mathematics placement test at the college to assess their placement standings and to further determine transition planning for post-secondary education. The Pottstown area representative from the Office of Vocational Rehabilitation is often included as an IEP team member. A number of students have participated at the Hiram G. Andrews program while in the eleventh and twelfth grades for post-secondary career planning. These students live at the school for two or three weeks to complete the assessments. Special education teachers assist the students and their families in preparation for this time away from home. A DVD power point created by a PHS teacher fully invested in the program has been a valuable tool in setting expectations and orienting students to the program.

Community-based work assessments are being provided for high school students placed both within and out of the district. Most are performed by a District career coach along with career development. As the number of students remaining to age twenty-one continues to increase, the District is utilizing this type of support from both the Montgomery County Intermediate Unit and KenCrest EmployNet services. Where more intensive needs exist for students who have not yet achieved independent functional skills, students are receiving services through the program offered at Camphill Soltane. In these situations, a multi-agency approach is utilized so that the process of transitioning from school age to adult services can begin a seamless process for the student and family.

During the current school year, special education teachers have been training to ensure that IEP team meetings are student-centered and student-directed. The supervisor of the secondary programs has been mentoring and coaching the process in grades six through twelve. Following small group professional development, the supervisor attends meetings providing feedback to teachers. This process will continue throughout the next year and on-going so that IEP teams

can independently develop a transition plan and an IEP that prepares students for life beyond graduation. Teachers have had some training on Indicator 13 and how to prepare the Summary of Performance. Transition planning, Indicator 13 and Summary of Performance are target areas for professional development. Although students complete interest inventories additional tools such as electronic portfolios need to be identified to improve the process. Also, travel training and the training of paraprofessionals to develop job coaching skills is becoming necessary.

Pottstown High School has an identified transition coordinator who oversees referrals to all the Montgomery County Intermediate Unit work programs. The coordinator attends IEP meetings, works with the IU in scheduling the interviews for program participation, assists in scheduling students into all appropriate and selected courses, attends the Transition Council and Transition Coordinators meetings at the IU, and provides updates and new information at department meetings. The career coach is active with the Montgomery County Workforce Investment Board and actively seeks linkages with community partners.

Pottstown School District takes pride in the many options available to students right here in the school and community. While support for post-secondary transition is an evolving process, students in our high school have many avenues for growth and development.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Behavior Support Services

Personnel Development Activities

Topic: Positive Behavioral Supports

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Beginning 5/12/08 and continuing in August 2008; November 2008; Spring 2009; Fall 2009	Devereaux Institute	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 discipline referrals; Improvement in PBS survey results; SWIS data compiled by PBS (Devereaux Institute); 100% of teachers and 10% of students completed surveys on building climate. The analysis of this data will serve as the baseline for the 2008-2009

Continuing Implementation -- initiated 2007	Devereaux Institute	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Building Teams	<p>school year. The baseline data will be shared with faculty during the opening of school 2008. Data collection to continue in 2008-2009 with regularly scheduled review and analysis to monitor and adjust practices as appropriate.</p> <p>Reduction in discipline referrals; Improvement in PBS survey results; SWIS data compiled by PBS (Devereaux Institute); In the fall 2008-2009 an analysis of discipline referrals from school year 2007-2008 will be conducted and areas of improvement will be identified. At least a 10% reduction of discipline referrals is expected by the end of the 2008-2009 school year. The analysis of discipline referral data will continue through school years 2009-2010 and 2010-2011.</p>
Winter 2009; Winter 2010; Winter 2011	Secondary Guidance Staff	Instructional Staff	On-site Training with Guided Practice	<p>Positive Behavioral Supports -- Middle School Peer Mediation Trained staff will develop and implement a peer mediation model for selected eighth</p>

Restorative Practices - Winter 2009; Winter 2010; Winter 2011

Institute for Restorative Practices and District Trainer
Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice

grade peers to mentor students in sixth through eighth grades to resolve conflicts. Data will be collected on guidance lead mediations, physical altercations and peer mediations in 2008-2009 for analysis and review to determine baseline. Going forward at least a 10% decrease in guidance led mediations and a 10% decrease in physical altercations will be realized in both 2009-2010 and 2010-2011.

Decreased number of discipline referrals; Improved school perceptions as per climate survey results. The Institute for Restorative Practices will conduct staff trainings during the 2008-2009 school year to address resolving more serious student conflicts, attendance and parent meetings. Teachers will provide written documentation on the Restorative Practice components that will be used for improving

implementation within classrooms. Data on attendance and discipline referrals will be analyzed to measure the effectiveness of practices. This data will be analyzed at the end of 2008-2009 to establish the baseline. This analysis practice will continue during the next two years with an expected reduction of no less than 10% in discipline referrals with an increase of attendance by 5%.

Topic: School-based Behavioral Health (school wide positive behavioral support)

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Beginning 5/12/08 in Fall 2008; Spring 2009; Fall 2009; Spring 2010	Devereaux Institute	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 discipline referrals; Improvement in survey results; SWIS Data; In the fall 2008-2009 an analysis of discipline referrals from school year 2007-2008 will be conducted and areas of improvement will be identified. At least a 10% reduction of discipline referrals is expected by the end of the 2008-2009 school year. The analysis of

discipline referral data will continue through school years 2009-2010 and 2010-2011.

Topic: De-escalation Techniques

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
October 2008 / April 2009	IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	Conferences	Numbers of discipline referrals and incident reports will be reduced in each building by at least 10%. In the fall 2008-2009 an analysis of discipline referrals from school year 2007-2008 will be conducted and areas of improvement will be identified. At least a 10% reduction of discipline referrals is expected by the end of the 2008-2009 school year. The analysis of discipline referral data will continue through school years 2009-2010 and 2010-2011.
Fall 2009; Spring 2010	Life Space Trainers	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Numbers of discipline referrals and incident reports will be reduced in each building by at least 10%. In the fall 2008-2009 an analysis of discipline referrals from school year 2007-2008 will be conducted and areas of

improvement will be identified. At least a 10% reduction of discipline referrals is expected by the end of the 2008-2009 school year. The analysis of discipline referral data will continue through school years 2009-2010 and 2010-2011.

Summarized School District Policy

At the various levels of education within the District, training and programming is on-going to address needs for behavioral supports and interventions, to promote student success in the least restrictive environment and to meet all educational needs. At the elementary level, Lincoln Elementary School has adopted School-Wide Positive Behavior Support, and has completed the first year of training and implementation. In the next school year, through another grant, Rupert Elementary School will be added to this program, delivered again by the Devereaux Institute. Through the support of full-time psychologists in most of the buildings, the contracted services of behavior consultant from the IU, the consultation and services of 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. Building-wide programs continue in the form of character education and incentive/reward programs, to reinforce pro-social behavior for all students. Social skills groups and support groups for students are facilitated and led by guidance counselors and psychologists to address specific needs as they are identified.

At the secondary level, in addition to carryover of many of the approaches used at 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. Currently, a proposal for school-based partial programming is being explored, to be jointly planned and run by the District and the local partial hospitalization program.

Many special education staff and building administrators have recently attended the latest CPI training for de-escalation and passive restraint for the management of aggressive and abusive behaviors. Pursuant to the information provided by that training, new District policies are being developed, along with updated strategies for data collection, documentation, and communication regarding these types of incidents. Future training will include more staff in CPI and introduction for all staff to Life Space Crisis Intervention.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

During recent school years, the District has experienced some difficulty in placing students with low-incidence 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. Intensive interagency meetings have been held to determine any means of resolving these placement issues.

In one such case, the placement was resolved by creating a new teacher position, along with hiring another assistant and a 1:1 nurse for the child. Training and consultation was obtained through contract services, and, in this way, the student has been successfully receiving in-district programming.

Another student who has recently become deaf and blind, is also provided in-district programming through Braille instruction, other vision support services, orientation and mobility support, and hearing support. His regular curriculum is modified and reduced to address his educational needs and allow for approximately half of the school day to be spent in receiving the support services.

Large numbers of the District's placements in alternative programs are due to serious mental health and behavioral issues. At the secondary level, emotional support programs provide some means of addressing this need. However, at both the elementary and secondary level, there continue to be students who are not successful behaviorally and socially in a regular school setting. Through School-wide Positive Behavior Support, Restorative Practices, in-school counseling, social skills training, and future plans for developing a school-based partial program, it is hoped that the District will be better equipped to address the needs of students who are identified as emotionally disturbed, or who otherwise have psychiatric and/or behavioral needs.

Local Continuum of Supports and Services

(A) Detail strategies and plans used to engage and encourage cross-systems agency support and funding available through local interagency teams, established school consortia, the local Intermediate Unit, private or public service providers, or other county or state-operated programs and services for non-traditional educational placements.

Consultants from the Intermediate Unit provide support to the schools for co-teaching, inclusion, conducting FBA's, and providing behavior support. Consultation with neighboring (consortium) districts is on-going to help with issues of placements, homelessness, and sharing resources (i.e. related services.) The District also maintains communication with mental health agencies, the Office of Children and Youth, and other service providers. The District has actively participated in the MOU process. Working relationships have been fostered with many agencies, such as KenCrest workshops and EmployNet and with MR services in the western part of the county. The District's capacity to transition students from school age to adult services has greatly increased. The interagency collaboration through the MOU has built collaboration with all the participating agencies and school districts to problem solve and bring resources to families

(B) Describe plans to enhance staff recruitment, retention, and professional development to build local capacity to provide FAPE for students with disabilities.

In the process of hiring new teachers and other staff, we actively seek individuals who have experience with diverse populations and expertise in areas of specialized instruction, such as autism, Direct Instruction, progress monitoring, sensory integration, and co-teaching or push-in models of delivery. We are often successful in hiring capable professionals from our pool of

substitutes, student teachers, and interns, having already seen evidence of their professionalism and high standards. In expanding our Student Services department, the District now has a full-time psychologist in almost every school building, which enables better collaboration and consultation for classroom staff and for providing interventions; in addition it helps to establish positive connections with families. In the past three years, the District has added positions for occupational therapists and physical therapists, reducing the need for contracting these services and facilitating more team building for the benefit of programs and individual students.

Expansion of Continuum of Supports and Services

The District has submitted a cost plan for Intermediate Unit services which will increase the number of days per week for consultation from the inclusion specialist. These services allow for coaching for teams of co-teachers, team building for providing supplementary aids and services in the classroom, and exploring other means of providing FAPE within the general curriculum and environment.

On-going training and time allotted for co-planning is provided for teachers and service providers to continue development of methods and strategies for following LRE. In addition, through shifts in scheduling and caseload assignment, support services will be made more available to students in the classroom.

Plans for opening a school-based partial program, through a partnership with the local partial hospitalization are being explored. Should this program be activated, further means for billing and funding will be utilized, which will provide equipment and personnel to benefit students with behavioral and emotional needs.

Within three years, the autism support program has grown from one to three classes, at the elementary level. During next year, similar programming and supports will be developed at the secondary level, as these students reach promotion to Middle School. Future plans include the development of a District-facilitated parent support group, for parents of students identified in the autism spectrum. A survey was completed this past school year, and information gathered regarding the interests and needs of these parents.

The K-12 life skills support program has completed a 1-year project to write a curriculum specific to the needs of these students. This curriculum will provide a sequential and systematic continuum for addressing self-help, functional academic, prevocational, and community access skills, and for supporting transitions to each level as students are promoted and finally graduated.

To address the needs of several blind and visually impaired students, the District has recently invested in equipment, technology, and training, in order to continue providing for educational needs within our school buildings. Consultation with other districts and service providers is on-going, to access mentors for the students and to share information about models of service delivery and instruction. The special education department continues to explore options and resources for assistive technology and software, in order to enhance students' communication and participation and therefore their accessibility to school and other environments.

To support the growth and development of the Special Education and Student Services department, a third position was recently created, to increase from 2 to 3 administrators who oversee the operation and functioning of this staff. This further provides availability for addressing parent concerns, maintaining inter-district and interagency communication, and accessing training and staff development opportunities. This has also provided for leadership and collaboration with other administration for whole-district continuity and direction.

Program Profile

ID	OPR	Location / Building Name	Bldg Grade	Bldg Type	Type of Support	Type of Service	Low Age	High Age	Case load	Tchr FTE
-	SD	Elizabeth B Barth ES	E	GE	FT	LSS	5	7	8	1.0
-	SD	Elizabeth B Barth ES	E	GE	FT	LSS	8	11	8	1.0
-	SD	Elizabeth B Barth ES	E	GE	S	LS	7	9	15	1.0
-	SD	Elizabeth B Barth ES	E	GE	S	LS	9	11	12	1.0
N	SD	Elizabeth B Barth ES	E	GE	S	LS	10	12	12	1.0
-	IU	Elizabeth B Barth ES	E	GE	I	DHIS	9	11	2	0.06
-	SD	Edgewood ES	E	GE	FT	LS	5	7	10	1.0
-	SD	Edgewood ES	E	GE	S	LS	6	8	15	1.0
-	SD	Edgewood ES	E	GE	S	LS	7	9	12	1.0
-	SD	Edgewood ES	E	GE	S	LS	10	12	12	1.0
-	IU	Edgewood ES	E	GE	I	BVIS	8	9	1	0.26
-	SD	Franklin ES	E	GE	FT	AS	5	7	8	1.0
-	SD	Franklin ES	E	GE	S	AS	7	9	8	1.0
-	SD	Franklin ES	E	GE	S	AS	9	11	8	1.0
-	SD	Franklin ES	E	GE	S	LS	9	11	12	1.0
-	SD	Franklin ES	E	GE	S	LS	10	12	12	1.0
-	IU	Franklin ES	E	GE	I	DHIS	9	10	1	0.03
-	SD	Lincoln ES	E	GE	S	LS	6	8	15	1.0
-	SD	Lincoln ES	E	GE	S	LS	8	9	12	1.0
-	SD	Lincoln ES	E	GE	S	LS	10	11	12	1.0
-	SD	Lincoln ES	E	GE	S	LS	11	12	12	1.0
-	IU	Lincoln ES	E	GE	I	DHIS	7	10	2	0.06
-	SD	Rupert ES	E	GE	S	LS	7	9	15	1.0
-	SD	Rupert ES	E	GE	S	LS	9	10	12	1.0
-	SD	Rupert ES	E	GE	S	LS	10	12	12	1.0
D	SD	Rupert ES	E	GE	FT	LS	8	11	8	1.0
-	IU	Rupert ES	E	GE	I	DHIS	10	11	1	0.03
N	SD	High School	S	GE	S	LS	13	17	11	1.0
-	SD	High School	S	GE	FT	ES	13	17	8	1.0
-	SD	High School	S	GE	S	LS	15	19	12	1.0
-	SD	High School	S	GE	S	LS	13	17	11	1.0
-	SD	High School	S	GE	S	LS	14	18	18	1.0
-	SD	High School	S	GE	S	LS	15	18	13	1.0
-	SD	High School	S	GE	S	LS	14	17	11	1.0
-	SD	High School	S	GE	S	ES	15	18	9	1.0

-	SD	High School	S	GE	S	LS	14	17	11	1.0
-	SD	High School	S	GE	FT	LS	13	16	10	1.0
-	SD	High School	S	GE	S	LS	16	18	10	1.0
-	SD	High School	S	GE	S	LS	17	19	7	1.0
-	SD	High School	S	GE	S	LS	14	17	18	1.0
-	SD	High School	S	GE	S	LSS	14	17	14	1.0
-	IU	High School	S	GE	I	DHIS	15	19	2	0.12
-	SD	Middle School	M	GE	S	LS	11	14	20	1.0
-	SD	Middle School	M	GE	S	LS	11	13	9	1.0
-	SD	Middle School	M	GE	FT	ES	12	13	11	1.0
-	SD	Middle School	M	GE	S	LS	11	13	9	1.0
N	SD	Middle School	M	GE	S	LS	11	13	9	1.0
-	SD	Middle School	M	GE	S	LS	12	14	7	1.0
-	SD	Middle School	M	GE	FT	LSS	12	14	5	1.0
-	SD	Middle School	M	GE	S	LS	12	14	8	1.0
-	SD	Middle School	M	GE	S	LS	13	14	8	1.0
-	SD	Middle School	M	GE	S	LS	10	12	14	1.0
-	SD	Middle School	M	GE	S	LS	10	12	14	1.0
-	SD	Middle School	M	GE	S	LS	10	12	13	1.0
-	IU	Middle School	M	GE	I	DHIS	13	14	2	0.06

Support Staff (District)

School District: Pottstown SD

ID	OPR	Title	Location	FTE
-	SD	Classroom Assistant	Elizabeth B. Barth Elementary	6.00
-	SD	One-on-One Assistant	Elizabeth B. Barth Elementary	2.00
-	SD	Classroom Assistant	Edgewood Elementary	4.00
-	SD	One-on-One Assistant	Edgewood Elementary	2.00
-	SD	Classroom Assistant	Franklin Elementary	7.00
-	SD	One-on-One Assistant	Franklin Elementary	3.00
-	SD	Classroom Assistant	Lincoln Elementary	7.00
-	SD	One-on-One Assistant	Lincoln Elementary	1.00
-	SD	Classroom Assistant	Rupert Elementary	5.00
-	SD	One-on-One Assistant	Rupert Elementary	1.00
-	SD	Speech & Language Clinician	Elizabeth B. Barth Elementary	1.00
-	SD	Speech & Language Clinician	Edgewood Elementary	1.00
-	SD	Speech & Language Clinician	Franklin Elementary	1.00
-	SD	Speech & Language Clinician	Lincoln Elementary	1.00
-	SD	Speech & Language Clinician	Rupert Elementary	1.00
-	SD	Occupational Therapy	Elizabeth B. Barth Elementary	1.00
-	SD	Occupational Therapy	Edgewood Elementary	1.00

- SD Occupational Therapy	Franklin Elementary	1.00
- SD Occupational Therapy	Lincoln Elementary	0.80
- SD Occupational Therapy	Rupert Elementary	0.60
- SD Physical Therapy	Elizabeth B. Barth Elementary	0.40
- SD Physical Therapy	Edgewood Elementary	0.20
- SD Physical Therapy	Franklin Elementary	0.40
- SD Physical Therapy	Lincoln Elementary	0.20
- SD Physical Therapy	Rupert Elementary	0.20
- SD Psychologist	Elizabeth B. Barth Elementary	1.00
- SD Psychologist	Edgewood Elementary	1.00
- SD Psychologist	Franklin Elementary	1.00
- SD Psychologist	Lincoln Elementary	0.60
- SD Psychologist	Rupert Elementary	1.00
- SD Special Education Supervisor	All Elementary Buildings	1.00
- SD Director of Special Education & Student Services	All Elementary Buildings	0.50
- SD Classroom Assistant	Pottstown High School	20.00
- SD One-on-One Assistant	Pottstown High School	3.00
- SD Classroom Assistant	Pottstown Middle School	19.00
- SD One-on-One Assistant	Pottstown Middle School	2.00
- SD Psychologist	Pottstown High School	1.00
- SD Psychologist	Pottstown Middle School	1.00
- SD Special Education Supervisor	Pottstown High School	0.50
- SD Special Education Supervisor	Pottstown Middle School	0.50
- SD Director of Special Education & Student Services	Pottstown High School	0.25
- SD Director of Special Education & Student Services	Pottstown Middle School	0.25
- SD Speech & Language Clinician	Pottstown High School	0.50
- SD Speech & Language Clinician	Pottstown Middle School	1.00
- SD Occupational Therapy	Pottstown High School	0.20
- SD Occupational Therapy	Pottstown Middle School	0.40
- SD Physical Therapy	Pottstown High School	0.20
- SD Physical Therapy	Pottstown Middle School	0.40
- SD Nurse	Child Development Center	1.00

Contracted Support Services

ID IU / Agency	Title / Service	Amount of Time per Week
- Pediatric Services of America	Nursing	5 Days
- TBA	Nursing	5 Days
- TBA	Nursing	5 Days
- Education Alternatives	ABA	4 Hours

Statement of Assurance

Assurance for the Operation of Special Education Services and Programs

School Years: 2011 - 2014

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