

Garnet Valley SD

**Special Education Plan Report**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

80 Station Road  
 Glen Mills, PA 19342  
 (610)579-7300  
 Superintendent: Marc Bertrando  
 Director of Special Education: Beverly Smith

## Planning Committee

Name	Role
Carolyn Falcone	Ed Specialist - Other : Special Education
Heidi Galanos	High School Teacher - Special Education : Special Education
Amy Hennessy	Parent : Special Education
Kevin Hennessy	Student : Special Education
Caitlin Jones	Administrator : Special Education
Jessica Kennedy	Ed Specialist - School Psychologist : Special Education
Jessica Knier	Administrator : Special Education
Sonya Korinth	Administrator : Special Education
Lynn Lines	Elementary School Teacher - Special Education : Special Education
Kerry Razzano	Elementary School Teacher - Regular Education : Special Education
Barbara Shaw	Administrator : Special Education
Kristin Smeins	Ed Specialist - Home and School Visitor : Special Education
Beverly Smith	Special Education Director/Specialist : Special Education
Lisa Stenz	Administrator : Special Education
Vanessa Stroup	Administrator : Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 959

### *Identification Method*

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

The district currently utilizes the *Discrepancy Model* for the identification of students with specific learning disabilities. Pre-referral processes exist at each building (instructional support teams at elementary schools and child study teams at secondary schools). If a student is deemed at-risk by a staff member or parent, the student may be referred to the IST/CST process so that interventions are in place immediately. If, after an intervention and data collection period, the team determines that an evaluation is warranted, a referral is made to the special education department. Determination of the presence of a specific learning disability is made when academic achievement, as measured by an individually administered standardized test of achievement in reading, mathematics or written expression, is below average and is substantially below that expected given the individual's measured intelligence, chronological age or age appropriate education. A non-verbal measure of intelligence may be utilized when linguistic difficulties mask the individual's ability. The determination of eligibility will include documentation that the learning disability significantly interferes with academic achievement in the classroom or interferes with activities of daily living that require reading, mathematics or writing ability. The school psychologist will evaluate the individual for the presence of underlying/associated cognitive deficits including deficits in auditory processing, visual perception, attention, and memory. Determination of a learning disability will not be made due to lack of appropriate instruction or when a child is Intellectual Disabled or has Limited English Proficiency. Determination of a learning disability will not be made in the presence of a sensory disorder, mental disorder or medical condition unless the learning difficulties are in excess of what would be expected in the presence of those disorders.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The district's overall enrollment of 20.1% is above the state average of 15.6%. We believe this is a reflection of the make-up of the community. Our parents, who are generally enlightened and educated, seek out services for their children. In addition, the district has a strong Child-Find program in place. Our Instructional Support teams and Child Study teams are trained in Child-Find and likewise seek out support services for students. Also, the district's reputation for providing quality special education services attracts a significant number of families to the district.

The eligibility category of OHI (22.5%) is higher than the state average of 13.2%. We believe this is due to an increase in the number of students diagnosed with anxiety disorders and ADHD. This eligibility category is also utilized for students who have emotional needs that do not meet the criteria for ED, since the condition may not have been present for a long period of time and to a marked degree. In addition, medical facilities adjacent to the district advise parents to move to Garnet Valley when their child presents with medical, emotional and developmental needs.

To address these discrepancies, our Pupil Services department will meet on a bi-weekly basis. The team will examine how students are being referred for evaluations. The team will continue to meet with regular education staff through faculty meetings, and parents, through evening workshops, to explain state requirements for referral, evaluation and eligibility. We continue to update our CST process at the middle and high schools. We also will look at exiting students who no longer need services.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. The district acts as the host district for PathWays PA Center for Families. The district currently services approximately 18 students from the center. The district works closely with center's case management to identify children who move to the center who are school age. The district social worker assists in completing student registration packets and will locate necessary information such as IEPs, birth certificates, immunizations, etc. The social worker is a liaison between school and center and facilitates a monthly meeting with the school personnel and the center management to keep the lines of communication open. The district provides ongoing resources for community activities, parent workshops, Intermediate Unit workshops and extracurricular activities in the schools. The district also works with mothers who are school-age to register them for school through the day school or our Blended School program. Counselors work to ensure that they are working toward credits needed to achieve a high school diploma. The district also helps them access teen parenting programs.

2. All students who attend Garnet Valley schools are provided services in the least restrictive environment. Processes and procedures exist to ensure that special education programming in the regular education classroom is the first consideration. To ensure the delivery of services in the least restrictive environment, the teams consider the provision of supplementary aids and services such as: assistive technology, functional behavioral assessment with positive behavior support plan, consultation with outside expert, professional development for teachers, paraprofessional support in class, more intensive direct instruction, etc. Supports are provided based on individual student need.
3. Currently, no barriers exist which would limit the district's ability to meet its obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The district works with the George W. Hill Correctional Facility, parents of incarcerated students and the Delaware County Intermediate Unit (with whom it has sub-contracted to operate the Prison Education Program) to develop a system of communication to assure special education students are located, identified, evaluated and offered FAPE, if eligible. A detailed flow chart describing the sequence and stages involved for identifying students that require special education services and the implementation of these services has been developed by the district and Delaware County Intermediate Unit. There is a thorough intake process at the prison that is facilitated by intake counselors. A PEP counselor/recruiter meets individually with all students who are age 21 and younger to enroll them in education classes. The PEP secretary facilitates the student accounting process and searches for school records for each student. A full team of psychologists, regular education teachers, special education teachers, counselors, reading specialists and supervisors works to ensure that students are evaluated and receive special education programs and services. IEP team meetings are conducted regularly. The district director of special education attends all IEP meetings as the LEA to ensure that FAPE is provided. Students in the PEP program have successfully completed coursework to achieve their high school diplomas.

The George W. Hill Prison Education Program underwent compliance monitoring for continuous improvement in 2011. Minimal corrective action was required and has been completed.

## *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Garnet Valley School District supports an inclusive philosophy and takes pride in programming for students in the least restrictive environment. Inclusion for students with disabilities is a well-established practice and is supported by the school board, administration, staff and community. As a result, there exists a strong sense of belonging to the school community for students with special needs. The regular classroom is the first consideration for the delivery of services. Co-teaching between regular and special educators is a common model of service delivery throughout the grades. Co-planning time is provided for the regular education teacher and special education teacher to support inclusion. Most students who attend the district's schools are included in the regular classroom with appropriate supports. If a student begins to have difficulty in the regular classroom, the IEP team convenes to determine a course of action. The teams considers supplementary aids and services such as: assistive technology, functional behavioral assessment with a positive behavior support plan, consultation with outside expert, professional development for teachers, paraprofessional support in class, more intensive direct instruction, etc.

Students with disabilities are encouraged to participate in extra-curricular activities. Support is provided to participate in school plays, proms, sports, clubs, chorus, band, etc. The district will provide 1-on-1 support, when appropriate, to ensure that students with disabilities can access extra-curricular activities. Many of our students with developmental disabilities participate in sports (eg: lacrosse, track, homecoming clubs, etc.) and attend dances and proms with their peers.

Peer Pals are also important to the success of inclusive programming. Students with disabilities have the opportunity to learn social skills and engage in age-appropriate social activities with non-disabled peers throughout the grades. The following are examples of activities with typical peers that support inclusion at Garnet Valley:

**Get Fit/Get Connected Club:**

This club began with a Special Education Performance Grant for Natural Peer Supports in 2014. Students with disabilities are paired with a typical peer. The students use fitness trainers to assess their activity levels. They meet weekly to walk and talk, counting their steps along the way. In addition, the students engage in community leisure activities on a monthly basis. Activities include dances, football games, hay rides and bowling.

**Shred Ex:** The Shred-Ex business, which is run by the Resource Room students, offers shredding services to the classes and offices of the high school. The students follow a Google document as they navigate the school to pick up the shredding from various classrooms and offices. This program provides students with the opportunity to practice expected work place communication skills with the students and staff of the locations on their routes.

**Robots for Education:**

During the 2013-14 school year, the district became acquainted with French-based company, Alderaran Robotics, which designs, produces and sells humanoid NAO Robots for Education. Since children with autism are particularly attracted to technology, the company wanted to build on this appeal. The ASK NAO initiative (Autism Solutions for Kids) was developed to customize NAO to support teachers with in-class tasks, facilitate communication and help children with autism reach their goals. At Garnet Valley, we were excited to partner with Aldebaran in order to enhance our educational programming. In March, 2014, the district purchased 5 NAO Robots. Since implementing the educational applications teachers have witnessed the students' increased engagement with the learning process and pure joy when learning new tasks! Even more exciting was the collaboration formed with the gifted and talented students to individualize and customize programming for students with disabilities. The students not only collaborate on the instructional activities, but learn social skills, acceptance and form friendships.

**Peer Buddies:** Fifth grade students who demonstrate leadership qualities in social and emotional learning are selected and mentored by the guidance department to participate in play group with our Competent Learner Model students. Students have been trained to help support, model and reinforce instruction in the social skills group. Group occurs one time per week. Peer Buddies also accompany CLM students to special school events and experiences.

**A Day Cafe:** This is an informal lunch social that facilitates appropriate social interaction between students with disabilities and their typical peers. Any student is welcome to join this lunch group. This activity has given our students the opportunity to practice learned social skills in an authentic setting and to generalize the social skills taught in our social skills group. This helps promote inclusion at Garnet Valley High School.

**Pretzel Thursday:**

This is not only a fundraising activity, but also a social and vocational experience for students with disabilities. Students learn a variety of skills as they work together and interact with typical peers. They learn how to work as a team when prepping the pretzels. They learn and apply appropriate social skills when selling around the school. Students are all given a specific skill/job when selling pretzel that can range from navigating the pretzel cart to managing the money transactions with their typical peers. The pretzel sales help fund Community Based Instruction trips where the

students generalize skills learned in the classroom. The GVHS community has embraced Pretzel Thursday!

#### **Coffee Cart:**

The Resource Room students work in three areas of a coffee delivery business. The student set up and make coffee for the "clients". Using a Google document, the students prepare the individual pre-ordered coffees. The students prepare the delivery cart and take the cart to the rooms and offices of the high school to delivery the coffee. The students also cover inventory and marketing for the business. The students work on professional behavior and communication skills as they interact with the high school community.

**Spring Invitational:** The Resource Room and Physical Education teachers from Garnet Valley High School and Garnet Valley Middle School host an annual Spring Invitational each year. Students with special needs from neighboring school districts are invited to attend. In 2015, nine schools participated in the Spring Invitational, totaling 216 students! The schools included Chichester, Ridley, Strath Haven, Springfield, Penncrest, Interboro, Upper Darby, Sun Valley and Garnet Valley. The event begins with a parade of athletes led by the Garnet Valley jaguar and the Garnet Valley cheerleaders. A disc jockey provides motivating music and announcements. Events include a soccer shot, soccer dribble, softball crate toss, softball throw, 25-meter dash and a 25-meter wheelchair race. Classes of typical peers cheer on the athletes. A medal ceremony, where all students are recognized, concludes the program.

#### **School Store:**

The Resource Room students in the middle school operate a school store during the school lunch periods. They operate their business in a kiosk in the school lobby where they sell school supplies, spirit wear, etc. The students make price signs, operate the cash register, count change, take inventory and reorder supplies. The students engage with their typical peers and school staff practicing social, language, math and reading skills.

**Spirit Cheerleading:** The district works with a community sports group to provide a special needs cheerleading squad. Founded in 2009, the team was created to support inclusion in the community. The cheerleaders are boys and girls between the ages of 5 and 21 who have physical or cognitive disabilities. The routines are adapted to the students' ability levels. The team is coached by elementary through high school aged typical peers, providing an opportunity for peer bonding. The squad performs at local events such and Prom Showcase and cheerleading competitions.

#### **Challenger Sports:**

The district works with other community sponsored sports groups for students with special needs including soccer, baseball and basketball. The community embraces the inclusive philosophy established at the Garnet Valley Schools and works with the district to offer sports options for our students. This represents inclusion at its best!

Outside placements are the last consideration but are accessed to ensure FAPE when the team has determined that even with extensive supplementary aids and services, the student's needs cannot be met in the regular classroom or regular school. Students who attend Approved Private Schools or Intermediate Unit programs often return to district programming in time. When this is proposed, a transition plan is developed. For example, a student may begin to attend ½ days at the home school



while still enrolled at an APS or IU program. In addition, students are invited to participate in extra-curricular activities at their home school while enrolled at outside placements. The district director of special education or assistant director attends all IEP meetings for students in outside placements to insure that the placement continues to be appropriate.

## 2. The district operates a **Competent Learner Model**

classroom for students K-5 to expand the continuum of services for students with significant disabilities. The district has utilized the supports provided by PaTTAN and the Delaware County Intermediate Unit. District staff have attended numerous training opportunities related to CLM, including on-site training. The Delaware County Intermediate Unit has provided a CLM external coach to assist our building team by providing consultation and feedback. Teachers are certified as internal coaches, to train support staff. CLM networking meetings through PaTTAN continue to support our program.

Consultation with outside agencies is provided to support staff with programming for students with autism and genetic disorders. Consultants from Southeastern Pennsylvania Autism Research Center (SPARC), Elwyn Genetic Specialists, and Devereux Cares Outreach have supported our students, staff and families. The consultants meet with the students' IEP teams to provide ongoing consultation and feedback. The district also contracts with agencies to provide behavioral supports, such as a Behavior Specialist Consultant to provide individual services to students, when needed.

The district implements research-based reading interventions, including Wilson Reading/Language Systems. We currently have 15 teachers who are Certified Level 1 Wilson Instructors and 4 teachers who are Certified Level 2 Wilson Instructors. In addition, the district contracts with a reading specialist coach to support special education teachers providing direct reading instruction to struggling readers. The coach, who is certified as a Wilson Reading trainer and trained in LindamoodBell Learning Processes, works one week per month to individually consult with teachers. The coach will observe teachers' instruction, model strategies, or brainstorm with teachers to assist them with designing multi-sensory instructional techniques for struggling readers. A Resource Center has been established for teachers to provide access to multisensory reading materials and other resources.

The district also contracts with a sexual abuse prevention specialist. This specialist works with small groups of secondary students with developmental disabilities, teaching them to have safe and healthy relationships. The specialist, who has a Master's degree in Human Sexuality education, trains and collaborates with staff to ensure the concepts that are discussed in small groups, are reinforced in adapted health classes. Parent training on the topic is also provided.

The district operates a highly successful Transition Work-Experience Program at Garnet Valley High School. In 2006, the district applied for and was awarded a PDE grant for Transition from School to Community-Based Employment for Students with Autism Spectrum Disorder. Since then our program has continued to expand. The district currently employs a Transition Support Teacher and 5 job coaches to prepare students for the transition from high school to the world of work. They

locate a variety of work sites and train students on the job. The district has established partnerships with over 30 local businesses within the Garnet Valley community. Many of our student internships have led directly to paid employment at sites such as Wawa, Trader Joe's and Good Will. The district has plans to establish a Practical Assessment Evaluation System (PAES) lab. This program would supplement our work-experience program by providing a simulated work environment within a classroom setting.

3. Garnet Valley School District consistently meets the SPP target for Educational Environments. The district currently provides special education services inside the regular classroom for 80% of the school day 80% of the time. The state average is 62.0% of the time. The district provides extensive supplementary aids and services to keep special education students in the regular classroom to the greatest extent possible. The district provides special education services inside the regular classroom less than 40% of the time just 3.6 % of the time. The state average is 9.5%. Staff development for regular education teachers along with the provision of instructional assistants and personal care assistants helps to support student inclusion in the regular environment. Special education is provided in other settings just 2.8 % of the time. The state average is 4.8% of the time. The district works hard to support ALL students in the regular education environment. Students are placed in Approved Private Schools or Intermediate Unit programs only after extensive supplementary aids and services have been provided and the IEP team determines that the student requires a more restrictive setting. These students often return to district programming in time. When this is proposed, a transition plan is developed. For example, a student may begin to attend ½ days at the home school while still enrolled at an APS or IU program. In addition, students are invited to participate in extra-curricular activities at their home school while enrolled at outside placements. The district director of special education or assistant director attends all IEP meetings for students in outside placements to insure that the placement continues to be appropriate.

### *Behavior Support Services*

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

The Garnet Valley School District Behavior Policy number 113.2 addresses procedures for behavior support for students with disabilities. Policy number 113.1 addresses procedures for discipline of students with disabilities.

Those students whose behavior interferes with their learning or that of others will undergo a Functional Behavioral Assessment. The IEP team will use the results of this assessment to develop a Positive Behavior Support Plan. A comprehensive positive behavioral support program is in place at all levels in order to include students with disabilities in the regular education environment. This is evidenced by the following data:

- A small percentage of students are placed in programs outside of the school district (2.8%)

- No students with disabilities were recommended for expulsion during the 2015-2016 school year.
- No students with disabilities were suspended for more than 15 days (cumulative) during the 2015-2016 school year.

**The district's program of positive behavioral supports includes:**

**Crisis Prevention Intervention:**

The district has utilized the Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention program since 2010. The district assistant director of special education is certified as a trainer and provides on-going CPI training to staff. This program teaches interventions to staff members to maintain the care, welfare, safety and security of all. Staff learn to categorize behaviors into four levels and identify appropriate responses to each level. These responses include non-verbal communication, para-verbal communication, precipitating factors, and rational detachment. Personal safety techniques are also taught and can be used as a coping model to intervene with defensive or acting out behaviors. Reflection and assessment of situations, along with staff debriefing on incorporating the process, help to constantly update and adapt our procedures to address unique situations. Staff are trained as needed and each building has an assigned team available to respond to specific situations. The district applies physical restraint only when the child is in imminent danger to him/herself or others. Only trained personnel apply restraints. All restraints are reported to PDE on the required forms, including those performed in out of district placements.

**Quiet Room:**

The Quiet Room is used as part of the comprehensive positive behavior support program at Garnet Valley. The Quiet Room is used as a positive intervention to enable the student to gain control. It is never used punitively. All staff utilizing the Quiet Room have been trained in the use of behavior intervention techniques including de-escalation, walk-along transport, and use of therapeutic hold. When students are in the Quiet Room, they are supervised at all times and never left alone. The door is always unlocked and can be opened from the inside at all times.

**Sensory Room:**

The Concord Elementary "Special Education Sensory Room" (SESR) and protocol were developed as part of a building initiative to address the sensory needs of students receiving special education and/or instructional support services. Steps in the Special Education Sensory Room (SERS) Protocol include:

1. Nomination of student by team
2. Identification of student as an appropriate candidate for use of the SESR (OT and nursing)
  - Student sensory needs
  - Student health status reported by nursing
3. Parents
  - Permission to use SESR

- Student health status reported by parent
- 4. Occupational therapist trains para-educators and/or Instructional Support teacher in use of the SESR equipment
- 5. Assistant principal
  - Retains list of staff trained in the use of the SESR
  - Reinforces safe and appropriate use of the SESR by trained para-educators/staff

The SESR benefits students that demonstrate sensory processing differences which impacts their ability to access their educational program and decreases behaviors that impede their learning.

#### **Individual Positive Behavior Support Plans:**

Individual PSB plans are developed routinely by IEP teams. The goal of the plan is to support students so that they can participate in the regular education environment

#### **Board Certified Behavior Analyst:**

The district contracts for services of a full-time Board Certified Behavior Analyst. The behavior analyst is instrumental in training professional and support staff in the use of positive behavior supports and data collection, as well as conducting Functional Behavioral Assessments and developing Positive Behavior Support Plans.

#### **The Olweus Bullying Prevention Program:**

Olweus is a school- wide program which provides intervention, support and follow-up at the school, classroom, and individual level. During the 2009-2010 school year, the district initiated the Olweus program in grades K-8. Extensive training for the Olweus program was provided. Committees at each building were formed, including parents, paraprofessionals, teachers and administrators. Committee members were fully trained in the process and met throughout the school year. Training was provided to bus drivers, paraprofessionals and professional staff at each building. Since then, the program has expanded to the high school, grades 9-12. On the classroom level, Olweus class meetings educate students about bullying and what they can do to help prevent bullying. It is also a time to build community in each classroom and underscore the need for our students to be good citizens in their building by looking out for one another and engaging adult help with problems of witnessing psychological or physical harm to another student or themselves. Through our community partner, REACH 211 and each building's efforts, parents are full participants. Reach 211 and the school district collaborate to bring nationally recognized speakers to address staff, students and parents on the effects of bullying and on bullying prevention.

#### **Developmental Guidance Program:**

All students in the elementary schools in Garnet Valley School District have access to a Developmental Guidance Program delivered by the school counselors. The center piece of the program is the classroom guidance component, where the counselors meet with each class once per week for two thirds of the school year. During this time, a variety of general guidance topics are

addressed. These general counseling topics, communication skills, interpersonal skills and career development include:

- \* Social Emotional Learning (Expected/Unexpected Behavior, Size of the Problem, Emotional Regulation)
  - \* Social Behavior Mapping
  - \* 5 Point Scale
- \* Decision Making
- \* Friendships
- \* Transitions
- \* Problem Solving
- \* Fears / Loss
- \* Stress Management (anger, frustration, sadness)
- \* Conflict Resolution
- \* Career Exploration

### **Student Assistance Program:**

The district employs a full-time Student Assistance Program Team coordinator/assessor. SAP teams meet weekly at the middle school and high school throughout the school year to support students. Mental health liaisons from Crozer Hospital support the teams. SAP team supports include a bio/psycho/social assessment with specific goal setting, referrals, and follow up services. SAP advisors meet with students on an individual basis, and in SAP groups such as Remembrance, Changing Families, and Teens in Transition. The district works with the Reach 211 community group on initiatives related to wellness and decision-making. The district also sponsors the student group Students Against Destructive Decisions (SADD). SAP Speakers provide personal stories of difficulties and strategies to build strengths and reframe negative circumstances. All assembly programs are processed with teachers on a classroom level. Following a SAP speaker's presentation to students there is a parent component in the evening with a provider resource fair to highlight local resources for students and families.

### **Social Skills Groups:**

The school psychologists, social worker, guidance counselors, speech/language pathologists and special education teachers provide group sessions for students with emotional and social needs. Counseling groups are provided according to the students' IEPs and are on-going throughout the school year.

### **Social Thinking Curriculum:**

The district has embraced the work of Michelle Garcia Winner's *Social Thinking* to support our students with social/emotional needs. Social Thinking concepts have been embedded into the elementary developmental guidance curriculum. Students are taught concepts such as expected/unexpected behavior and are able to complete social behavior maps. Size of the Problem and Emotional Regulation are also concepts that are universally taught. Posters have been developed and are in all elementary classrooms. Special and regular education teachers, school counselors, psychologists and administrators regularly utilize the Social Thinking vocabulary with

students. In 2013, Michelle Garcia Winner visited Garnet Valley School District to provide a district-wide training to all staff. We continue to send staff to training, including a one week program at the Social Thinking center in Boston, MA. We continue to expand the Social Thinking concepts through middle and high schools.

### **The Responsive Classroom:**

The responsive classroom approach is utilized at the elementary schools. This is a widely used, research- and evidence-based approach to elementary education that increases academic achievement, decreases problem behaviors, improves social skills, and leads to more high-quality instruction. One of the better known components used in the Responsive Classroom approach is that of Morning Meeting. Morning Meeting is a simple and powerful tool for improving classroom climate. In K-8 classrooms nationwide, students and teachers begin each day with this daily routine, in which classmates gather in a circle to greet one another, listen and respond to one another's news, practice academic and social skills, and look forward to the events in the day ahead. The four components of a Morning Meeting are: Greeting, Sharing, Group Activity, and News and Announcements. The morning meeting format helps to facilitate inclusion of students with disabilities, as it helps typical peers to better understand and form relationships with their classmates with special needs.

### **The Peaceful School Bus Program:**

The Peaceful School Bus program is implemented at the district's elementary schools. This is a school-wide program designed to decrease inappropriate behavior on school buses while creating a climate of respect and cooperation. The program aims to change the social dynamics on the school bus by building strong, positive relationships among students (and the bus driver) and teaching students to take responsibility for their "bus route group" and what happens on the bus. The program also teaches students about bullying and their role in preventing it. The program also builds a stronger connection between the school bus drivers and school staff members. Students will participate in bus wide meetings throughout the school year. At these meetings the students will:

- Take part in team-building exercises
- Develop mentoring relationships by pairing older students with younger students on the bus
- Talk about bullying - and what behavior is and is not acceptable
- Get to personally know their driver, who is present at the meetings

### **Teamwork Ticket Rewards:**

Concord Elementary's School Climate Committee has implemented a school-wide positive behavior incentive program as a way to improve our behavioral climate, safety in the hallways, and social culture. Classes work together as a team to earn tickets to cash in for prizes by following School Rule #6 *Walk quietly in the hallways!* They have a school rules assembly at the start of each school year to review our school rules and introduce and kick off the Teamwork Ticket Incentive Program. Classes work together as a team and they learn the importance of moving quietly throughout the building so that other classes who are working are not interrupted during their instructional day. The first prize earned is *Twizzlers (10 tickets)* and the ultimate prize is a visit to the *Principal's Prize Box (200 tickets)* to choose a prize. Teamwork Ticket totals are announced every Monday morning by the

principal. Two other programs the guidance counselors and School Climate Committee support each year are Mix It Up At Lunch Day and No Name Calling Week.

**Mix It Up At Lunch Day:**

First and second grade students participate in the “Mix It Up at Lunch Day” two times each year. Students sit next to different peers in the cafeteria in order to make new friends and to get to know different students in their class. Students who participate in lunch groups discuss Mix It Up day in depth and color pictures to decorate the cafeteria for the special event. “Mix It Up at Lunch Day” is a national campaign supported by Teaching Tolerance, which encourages students to interact with those who are different from them.

**No Name-Calling Week/Proud to be Me:**

At Concord Elementary School, No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities. No Name Calling Week concludes with a special Spirit Day called “Proud To Be Me Day” in which each student and staff member comes to school dressed up in something special that celebrates his/her personality. Students/staff wear anything that tells others something about them. Creativity is encouraged!

**Autism Awareness:**

Autism Awareness month is celebrated each year in Garnet Valley schools for the entire month of April. The purpose is to bring awareness to all students and faculty concerning Autism. There are announcements on schools news and different fund raisers that support Autism. Usually, the schools will sell pretzels in the shape of Autism ribbons. There have also been walks scheduled either on a weekend or during school hours where the students are asked to walk for Autism. Lastly, spirit days have also included wearing blue as a color to support Autism Awareness. These activities help to support the inclusion of students on the Autism spectrum.

**Aavidum Club:**

(Meaning “I’ve Got Your Back”): The goal of Aavidum is to provide a healthy school environment where all students feel accepted, acknowledged, cared for and appreciated. The student leaders participated in a statewide leadership training through the Bo Tkach Foundation in Pennsylvania. The Aavidum tenets will be put into action through school wide activities planned by the students. Our goal is to spread the Aavidum message throughout the school community.

***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in

the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. When a student with complex needs begins to have difficulty in school, the student's IEP team will convene to explore more extensive supplementary aids and services to assist the student. The district routinely conducts thorough Functional Behavioral Assessments by a board certified behavior analyst and develops and implements Positive Behavior Support Plans. The district's Student Assistance Program will seek out appropriate mental health and drug and alcohol interventions. The team will develop support plans and collect additional data regarding the student's behavior/mental health needs. The team may determine that the district needs to consult with outside agencies to provide additional supports. The district will contract with agencies such as Elwyn, Devereux and Southeasteren Pennsylvania Autism Research Center, to support program capacity. The district assists parents with securing Wrap Around Services through Medical Access. When the team determines that a student requires a highly specialized program to ensure FAPE, the district makes referrals to APS and IU programs in the surrounding counties.

If a program cannot be located, the district initiates an interagency meeting to coordinate services and determine if a more intensive level of programming is warranted and medically necessary. The district works with other agencies to support the student's education if a partial hospitalization or residential program is recommended by mental health providers. The district works intensively with agencies to resolve issues and address needs so that all students receive FAPE.

The district convenes interagency meetings routinely to ensure that there is a consistent therapeutic approach being implemented for students with mental health needs. The district maintains a relationship with the Delaware County Office of Behavior Health and the Residential Service Coordinator.

2. The district offers several options for students to successfully graduate from High School. The district operates a Blended School Program as part of a Drop-Out Prevention Program. The students attend school from 3:00 - 7:00 PM using a curriculum that is blended between teacher lead instruction and computer-based instruction. This program is an avenue for our students who are experiencing barriers to meeting their goals within the confines of a traditional school day schedule. They have the opportunity to obtain meaningful employment and/or attend various therapeutic programs while attending the Blended School program. This program can also serve as an after-care/transition site for our students who are returning from alternative settings before being fully included into the normal school day schedule.

The district has also developed an e-school program to support students who are unable to handle a traditional educational setting. **eSchool @ Garnet Valley**



provides the resources and flexibility for our students who learn best in either a full or part-time digital environment. The program offers a wide range of digital courses and curriculum. Students may complete their courses in Garnet Valley classrooms, computer labs, at home, or other locations with Internet Access. The courses are facilitated by Garnet Valley School District teachers and supported by Apex Learning Virtual School teachers, all highly qualified and certified in Pennsylvania. Several different options for course work are available, as well as various academic levels. Students may work at their own pace as long as they meet established deadlines. The flexibility of digital curriculum allows for greater variation in implementation and design.

- Full-time, tuition-free, online, public school option
- State-certified teachers
- A robust curriculum
- The opportunity to take fully-online courses
- An active, supportive school community
- A range of extracurricular activities and athletics
- Garnet Valley High School Diploma upon graduation

Students who attend day school, blended school or e-school, may need outside resources to help with behavioral and mental health needs. This includes Delaware County Juvenile Probation, Aftercare Services through Juvenile Probation, Delaware County Office of Behavioral Health, Office of Intellectual Disabilities and various mental health providers. In those cases, the district will schedule an interagency meeting to bring all the individuals involved with the student to the same table to discuss expectations and goals for the student. During that meeting, a plan will be developed for the student and all entities involved with him/her to follow until the team can meet again. The district social worker acts as the liaison between outside agencies and the school district. The district will host meetings at the school district and/or attend meetings at the agency involved with the student.

If a student is in need of outside resources, a referral can be made to the Student Assistance Program. The student and their parent/guardian, can receive consultation regarding services may be needed for the student. Both the district social worker and the SAP coordinator work closely with resources in the community and are aware of what programs and services they provide. After meeting with a family, the appropriate referral can be made.

When a child is experiencing barriers to attending school on a regular basis, building administrators, teachers and/or guidance counselors, will meet with the student and the parents/care givers to write a Truancy Elimination Plan (TEP). If the student is required to attend a truancy hearing, the TEP will be presented to the District Judge. The district works in collaboration with the District Judge to assure the barriers a student is facing is also addressed as well as truancy.

3. The district has expanded the student assistance program to include grades 3-5. Elementary SAP began with training for administrators and psychologists through Holcomb Behavioral Health Systems. Elementary SAP teams were also trained and a referral process has been developed.

The district is expanding low-incidence services for vision and hearing by contracting with outside agencies for support. The district is currently seeking a teacher of the blind and visually impaired to support students who need vision support and braille instruction in order to enable the students to remain in the least restrictive environment.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

#### **A) Inclusion/LRE**

- The Garnet Valley School District embraces the inclusion model. We utilize our resources to provide programming in the least restrictive environment for our students with disabilities. For example, 80% of our special education students receive programming within the regular classroom for at least 80% of the day. Only 2.8% of our students attend programs in settings outside of their home school. In addition, our students participate in numerous extracurricular activities with support. A full continuum of services is available to our students in their home schools. Related services staff are readily accessible to deliver services to our students. Assistive Technology is incorporated throughout our program. Students are able to access a wide variety of technological supports to access the general education curriculum. An extensive array of support staff is employed to support our students. Paraprofessionals are an integral part of our program, and number over 200 employees. A wide variety of programs are in place to facilitate inclusion such as: CLM, Peer Buddies, Olweus Anti-Bullying, Social Skills groups, Social Thinking curriculum, Robots for Education, Get Fit/Get Connected club, Work Experience, psychological counseling, BCBA services, behavior specialists, and more.

As a result of the inclusion model, our students are embraced as valued members of the school and community. Many school and community activities are developed to support inclusion of our students alongside typical peers.

#### **B) Reading/Math Instruction and Achievement**

- The Garnet Valley School District has consistently performed well on PSSA and Keystone Exams. Our students with disabilities outperform most other districts for the IEP sub group populations.

We believe this is due to the intensive, multisensory instruction that has been provided to our students with disabilities. Using research from the National Reading Panel, we identified the type of intensive, direct instruction necessary for students with disabilities. We trained our special education teachers and implemented a Research-Based K-12 reading instruction program. Students in middle and high school, who are not yet proficient, continue to have the opportunity to receive small group, multisensory reading instruction with teachers who are dual certified as reading specialists and special education teachers. We have contracted with Wilson Language Systems to certify 15 of our teachers in Level 1 of Wilson Reading Program. Additionally 4 of our teachers are certified as Level 2 Wilson Reading instructors. The Wilson Foundations program has been adopted as the general education curriculum in grades K-2. Multiple research-based methodologies are utilized including Edmark and Lindamood Bell programs. The district contracts with a Reading Coach to work with our special education teachers providing modeling, feedback and coaching in multisensory reading instruction. The Reading Coach spends one week per month in the schools, supporting our teachers' reading instruction. In the area of mathematics, we have developed opportunities for hands-on math instruction for our students. This provides students with the opportunity to learn abstract concepts through the use of manipulatives and hands-on experiences. Supplementary multisensory math programs are in place for students in grades 6-12. The majority of our students with disabilities participate in the regular education curriculum with intensive supports. These supports ensure that students with disabilities can access and benefit from the richness of the general education curriculum.

#### **C) Extended School Year (ESY)**

- The district provides comprehensive ESY programming. Approximately two hundred fifty (250) of our special education students qualify for Extended School Year programming each year. The district programs for students in the least restrictive environment by providing a range of services. These include an elementary classroom program for 3 hours per day, a secondary classroom program for five 5 hours per day, academic skills tutoring for 3 hours per day, social skills groups for 1.5 hours per day, job coaching/work experience, speech therapy, occupational therapy and community-based instruction. Weekly CBI trips are planned to help students generalize skills and include community sites such as restaurants, zoos, gyms and farms. Physical activities such as swimming, bowling and yoga are included. Each student's ESY program is individualized, based on his/her needs. This programming has been effective in helping students to maintain their skills related to IEP goals over the summer break.

#### **D) Transition**

- Students with disabilities participate in community-based instruction and work experience programs to facilitate their transition to post-school outcomes. Beginning in the upper elementary and middle school, students participate in community-based activities to learn functional reading and math skills, apply learned social skills and practice independent living skills. Weekly trips include shopping, dining and travel training. In high school, students explore work experiences by interning at local businesses. The district employs 5 job coaches to locate work sites and to train students on the job. The district has established partnerships with over 30 local businesses within the Garnet Valley community. Students learn and practice decision-making skills, grooming,

communication and responsibility in the workplace. In 2006, the district applied for and was awarded a PDE grant for Transition from School to Community-Based Employment for Students with Autism Spectrum Disorder. The district employs a Transition Support Teacher to facilitate the transition process for students age 14-21. As a result, our students are able to attend post-secondary education programs or acquire competitive employment following graduation from high school. Many of our students with cognitive and developmental disabilities are offered employment upon graduation as a result of the training received in our work experience program.

#### **E) Professional Development**

- The district provides extensive professional development for professionals and paraprofessionals. The district's induction and mentoring programs are comprehensive and provide a solid base of preparation for new teachers during their first year. The district's flex in-service program provides all teachers with the opportunity to self-select professional development topics of their interest. Over 20,000 hours of flex professional development were logged by our 454 teachers last year. The district has trained our professional staff in differentiated instruction, to ensure that teachers have the skills to reach all learners. The district's LEAP committee is teacher led, in collaboration with administration, and designs comprehensive professional development opportunities for staff which may be self-selected or assigned. Our teachers attend PaTTAN sponsored training opportunities frequently. Teachers and therapists have participated in workshop topics such as autism, progress monitoring, crisis prevention and intervention, Competent Learner Model, PECS, Wilson Language, Lindamood-Bell, PROMPT and reading, writing and math instruction. The district supports attendance at statewide and national conferences for administrators, teachers and therapists. Our teachers are often presenters at state and national conferences. The district also contracts with experts in the field to provide training in topics such as autism, functional behavior, reading instruction. The district provides a paraprofessional training program to ensure that paraprofessionals are qualified and receive 20 hours of staff development per year. This year, training was provided on a variety of topics: bullying prevention, confidentiality, data collection, positive behavior support, hearing impairments, sensory strategies, crisis prevention/intervention, assistive technology, math and reading strategies, autism, and CPR/first aid. Paraprofessionals are provided a choice of workshops to attend during all teacher inservice days.

#### **F) Highly Qualified Staff**

- One of our district goals, is to *Hire the Best and the Brightest!* The district reaches out to universities to share job postings. Open positions are also featured on *Twitter*. The district conducts job fairs to attract teachers and support staff who are highly qualified. Hundreds of applicants each year aspire to work at Garnet Valley due to factors such as outstanding facilities, resources, academic programs, class size and student achievement. The district is able to select outstanding teachers who hold multiple certifications. Our teachers are also motivated to earn advanced degrees and certificates. The district employs more than 200 paraprofessionals to support our special education programming. Many of our paraprofessionals are college educated. Those paraprofessionals who have not earned 2 years of college credit have attained the Special Education Credential of Competency. The district provides regular staff development for paraprofessional staff throughout the school year so that they maintain their status as a qualified special education paraprofessional.

**G) Compliance**

- Our last cyclical Compliance Monitoring took place on November 14, 2011. Minimal corrective action was required, and was completed.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
PathwaysPA Centers for Families	Nonresident	Garnet Valley School District provides educational services for the students who reside temporarily at the Center for Families.	18
George W. Hill Correctional	Incarcerated	Garnet Valley School District contract with the Delaware County Intermediate Unit to operate the	40

Facility		Prison Education Program. A district representative serves as the LEA for all IEP meetings.	
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### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Vanguard School	Approved Private Schools	Autistic Support, Emotional Support	8
Melmark School	Approved Private Schools	Multiple Disabilities Support	2
The Timothy School	Approved Private Schools	Autistic Support	1
Devereux Foundation (Devereux Cares Program)	Approved Private Schools	Autistic Support	3
Camp Hill Special School	Approved Private Schools	Life Skills Support	1
George Crothers Memorial School	Approved Private Schools	Multiple Disabilities Support	2
Chester County Intermediate Unit Child and Career Development Center	Special Education Centers	Emotional Support, Learning Support, Autistic Support	5
Delaware County Intermediate Unit Marple Education Center	Special Education Centers	Autistic Support, Life Skills Support, Multiple Disabilities Support	3
Delaware County Intermediate Unit Pennington School (Community School Program)	Special Education Centers	Emotional Support	1
Delaware County Intermediate Unit Glen Mills School	Other	Emotional Support	1

### Special Education Program Profile

#### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	20	1

**Program Position #2**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	20	1

**Program Position #3**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	20	1

**Program Position #4**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	25	1



**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	12	1

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 11	55	1
Justification: Students are grouped for instruction within the 3 year age range.							

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	12	0.5

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	20	1

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	25	1

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 6, 2016

*Reason for the proposed change:* Change from Learning Support to Emotional Support to reflect the social emotional and behavioral services for students at Concord Elementary School.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1

		programs are operated					
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**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	12	1

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	35	1

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 6, 2016*Reason for the proposed change:* Change FTE from .8 to 1.0 to accommodate student needs and staff assignments.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	50	1

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Position

*Implementation Date:* September 6, 2016

*Reason for the proposed change:* Change FTE from .6 to .2 in response to student needs and staff assignments.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	12	0.2

**Program Position #16**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	25	1

**Program Position #17**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	25	1

**Program Position #18**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* August 30, 2016

*Reason for the proposed change:* Change level of support from itinerant to supplemental to address student needs for more direct instruction.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley	An	A building in	Supplemental	Learning	9 to 10	17	1

Elementary School	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	25	1

**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	25	1

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	25	1

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class

*Implementation Date:* September 6, 2016

*Reason for the proposed change:* Change from Itinerant to Supplemental to address student needs for more direct instruction.

**PROGRAM SEGMENTS**

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

**Program Position #23**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	12	1

**Program Position #24**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	1

**Program Position #25**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Class

*Implementation Date:* September 6, 2016

*Reason for the proposed change:* Change support level from Supplemental to Itinerant to reflect students needs for more participation in the regular education classroom.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	25	1

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 6, 2016*Reason for the proposed change:* Change FTE from 1.0 to .8 to reflect student needs and staff assignments.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	50	0.8

**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	50	1

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	25	0.4

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	25	1

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	25	1

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	25	1

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	25	1



**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	25	1

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	13 to 14	25	1

		operated					
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**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	25	1

**Program Position #38***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley	A Middle	A building in	Supplemental	Life	11 to	12	1

Middle School	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Skills Support	14		
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**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	12	1

**Program Position #42***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	20	1

**Program Position #43***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 6, 2016*Reason for the proposed change:* Increase FTE from .8 to 1.0 due to increase in speech/language caseloads at the Middle School.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	55	1

**Program Position #44***Operator:* School District

**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 6, 2016*Reason for the proposed change:* Increase FTE from .6 to 1.0 due to increase in speech/language caseload at the Middle School.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	55	1

**Program Position #45***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	25	1

**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	25	1

**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	14 to 16	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High	A Senior	A building in which	Itinerant	Learning	14 to	25	1

School	High School Building	General Education programs are operated		Support	18		
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**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	25	1

**Program Position #54***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

**Program Position #55***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1
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**Program Position #56***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

**Program Position #57***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	20	1

**Program Position #58***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	1

**Program Position #59***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	20	1

**Program Position #60***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	12	1

Justification: Students are grouped for instruction within the 4 year age range. If the age range is exceeded, this is described in the student's IEP.

**Program Position #61***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	1

**Program Position #62***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	15	1



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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	30	0.6
Justification: Students are grouped for instruction within the 4 year age range.							

**Program Position #64***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 6, 2016*Reason for the proposed change:* Change FTE from 1.0 to .8, to reflect student needs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Concord Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 7	5	0.2
Garnet Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 11	5	0.1
Bethel Springs Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 11	5	0.2
Justification: Students are grouped for instruction within the 3 year age range.							
Garnet Valley Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 14	5	0.2
Garnet Valley High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 18	5	0.1

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District-Wide	1
Assistant Director of Special Education	District-Wide	2
School Psychologists	Various Schools	5.4
Social Services Coordinator/Home School Visitor	District-Wide	1
Student Assistance Program Coordinator	District-Wide	1
Occupational Therapist	Various Schools	2
Physical Therapist	Various Schools	0.6
Instructional Support Teachers	Elementary Schools	2.75
Transition Support Teacher	Garnet Valley High School	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
The Learning Lab - Reading Consultant/coach	Outside Contractor	1 Days
Sexuality Educator	Outside Contractor	1 Days
Speech Language Pathologist	Outside Contractor	2 Hours
Board Certified Behavior Analyst (Soliant) Full-time	Outside Contractor	5 Days
Behavior Specialist (1-1)	Outside Contractor	5 Days
Vision Support	Intermediate Unit	15 Hours
Hearing Support	Outside Contractor	30 Hours
Vision Support (1-1)	Outside Contractor	35 Hours
Competent Learner Model Coaching	Intermediate Unit	1 Days
Personal Care Assistant (1-1, vision support)	Outside Contractor	40 Hours

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Professional and support staff will possess the skills and knowledge in order to program for students who have a primary or secondary disability category of autism spectrum disorder in the regular school and regular classroom. This will be accomplished through a variety of training models throughout the three year duration of the plan.</p> <p>Baseline: The district has 107 students enrolled with an autism disability category. 93 students are in the regular school and participate in the regular education program for part of their school day.</p> <p>The topics to be addressed will include:</p> <ul style="list-style-type: none"> <li>Deescalation strategies</li> <li>Positive behavior supports</li> <li>Sensory strategies</li> <li>Social Thinking/ Social Emotional Learning</li> <li>Competent Learner Model</li> <li>Pragmatic Language</li> <li>Pro-active strategies for working with students with ASD in the regular classroom</li> <li>Internet and social media safety</li> <li>Assistive Technology</li> </ul> <p>Audiences will include: Special education teachers, regular education teachers,</p>
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	<p>paraprofessionals, bus drivers, administrators and parents.</p> <p>Training formats will include: On-site workshops, coaching, consultation, out of district courses/workshops</p>
<b>Person Responsible</b>	Beverly Smith
<b>Start Date</b>	8/30/2016
<b>End Date</b>	6/14/2019
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	30
<b># of Participants Per Session</b>	25
<b>Provider</b>	District Staff, Delaware County Intermediate Unit, PaTTAN, Contracted agencies (Penn Behavioral Health, etc.)
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will learn strategies to implement the specially designed instruction necessary for the successful inclusion of students with a disability category of autism spectrum disorder.
<b>Research &amp; Best Practices Base</b>	<p>The district has utilized best practices in the field of autism. For example, the district contracted with Michelle Garcia Winner to provide training in <i>Social Thinking</i> for staff. The district sent several teams of teachers and counselors to Social Thinking workshops. Two teachers were also attended a week long training at the Social Thinking Clinic in Boston. In the past, we have also had Jed Baker and Peter Gerhardt as speakers at the district.</p> <p>Our Board Certified Behavior Analyst helps to ensure that staff are trained in the implementation of individual positive behavior support plans.</p> <p>Teachers implementing the Competent Learner Model have been trained as CLM coaches. They are able to coach their paraprofessionals to implement the curriculum with fidelity. We continue to contract with DCIU for an external CLM coach.</p> <p>As a result of these practices, we have been able to create successful inclusion programs at the district level. Many families from neighboring school districts and those moving into the general area, seek out Garnet</p>

	Valley School District for its program for students on the autism spectrum.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p>

	High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Special Education Data Report</p>

## Behavior Support

<b>Description</b>	<p>The professional and support staff will possess the skills and knowledge to implement positive behavior supports in order to successfully include students with disabilities, which may include behavioral challenges, in the regular classroom and regular school.</p> <p>Baseline: According to the special education data report, 97.2% of students with disabilities are included in the regular school and regular classroom for at least part of their school day.</p> <p>The district contracts with a board certified behavior analyst to assist with the development of Functional Behavioral Assessments and to consult with and guide teams in the development of positive behavior support plans. The district employs a certified trainer in Crisis Prevention Intervention. The trainer ensures that each building has a team trained in the use of CPI and deescalation strategies.</p> <p>The district has planned a variety of workshops, ongoing during the course of the 3 year plan. Topics that will be covered include:</p> <p>Crisis Prevention Intervention - Deescalation strategies</p>
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	<p>Olweus - Bullying Prevention</p> <p>Aavidum - Safe and caring school communities</p> <p>Functional Behavioral Analysis</p> <p>Positive Behavior Supports</p> <p>Student Assistance Program</p> <p>Mental health issues in children</p> <p>Pro-active strategies for the classroom</p> <p>Disability awareness</p> <p>Sensory integration</p>
<b>Person Responsible</b>	Beverly Smith
<b>Start Date</b>	8/30/2016
<b>End Date</b>	6/14/2019
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	20
<b># of Participants Per Session</b>	25
<b>Provider</b>	District Staff, Delaware County Intermediate Unit, PaTTAN, Contracted agencies (Clarity, Penn Behavioral Health, etc.)
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will understand the function of behavior and learn pro-active strategies to support students in the general education environment.
<b>Research &amp; Best Practices Base</b>	The district utilizes Crisis Prevention Intervention to assist teams with deescalation of student behavior.
<b>For classroom teachers,</b>	Increases the educator's teaching skills based on research on

<b>school counselors and education specialists</b>	<p>effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>
<b>Training Format</b>	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Professional Learning Communities  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  Principals / Asst. Principals  School counselors  Paraprofessional  Classified Personnel  New Staff  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)  Elementary - Intermediate (grades 2-5)  Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>



	Lesson modeling with mentoring
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of written reports summarizing instructional activity</p>

## Paraprofessional

<b>Description</b>	<p>Paraprofessionals will acquire the skills and knowledge necessary to support students with disabilities in the regular education environment. Students with disabilities will participate in the regular education school and classroom for part of their school day. All paraprofessionals will accrue the 20 hours of training needed to achieve highly qualified status.</p> <p>Baseline: According to the Special Education Data Report, 97.2% of students with disabilities attend their home schools for special education and related services.</p> <p>The district employs 200 paraprofessionals to support students with disabilities (1-1, PCAs, classroom support and job coaches). This practice supports the inclusion of students with disabilities in the regular education environment. During the 2014-15 school year, the district provided over 42 training sessions for paraprofessionals. During the 2015-16 school year, the district provided over 44 training sessions for paraprofessionals. 100% of paraprofessionals earned 20 hours of professional development during the 2014-15 school year.</p> <p>The district plans an on-going training program for paraprofessionals over the course of the 3-year duration of the plan. Topics will include:</p> <ul style="list-style-type: none"> <li>Disability awareness</li> <li>Reading strategies</li> <li>Math strategies</li> <li>Practical strategies for behavior management</li> </ul>
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	<p>Competent Learner Model training</p> <p>Assistive technology</p> <p>Bullying prevention</p> <p>Positive behavior supports</p> <p>Crisis Prevention Intervention - Deescalation strategies</p> <p>Social Thinking strategies</p> <p>Social Stories</p> <p>Prompting heirarchy</p> <p>Paraprofessional responsibilities</p> <p>Confidentiality</p> <p>Data collection</p> <p>Mental health issues for students with disabilities</p> <p>Drug and alcohol at risk factors</p> <p>Basic sign language</p>
<b>Person Responsible</b>	Beverly Smith
<b>Start Date</b>	8/30/2016
<b>End Date</b>	6/14/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Educational Technology

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	30
<b># of Participants Per Session</b>	50
<b>Provider</b>	District Staff, Delaware County Intermediate Unit, PaTTAN, Contracted

	agencies (Penn Behavioral Health, etc.)
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Paraprofessionals will learn a variety of strategies and practices to support students with disabilities in the regular education environment.
<b>Research &amp; Best Practices Base</b>	Paraprofessionals will learn research-based strategies and practices to support students with disabilities. In the past, paraprofessionals were afforded the opportunity to meet with Dr. Jed Baker and Michelle Garcia Winner regarding social skills instruction. They then had access to their teaching materials and instructional videos.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
<b>Participant Roles</b>	<p>Paraprofessional</p> <p>New Staff</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers

	Peer-to-peer lesson discussion Implementing IEPs and behavior support plans
<b>Evaluation Methods</b>	Classroom student assessment data Participant survey

### Reading NCLB #1

<b>Description</b>	<p>Professional and support staff will have the skills and knowledge to enable students with disabilities to become proficient or advanced on the PSSA (increase of 3%). Students with disabilities will make a year's growth, commensurate with their non-disabled peers.</p> <p>The district received a letter of recognition from John Tommasini on March 12, 2013, which acknowledged that the Garnet Valley Elementary School IEP sub-group demonstrated growth at the same or above the progress of their non-disabled peers for the past three years.</p> <p>The 2015 IEP Sub-Group Scores of proficient/advanced on the ELA PSSA and Literature Keystones are as follows:</p> <p>Third Grade - 47.92%</p> <p>Fourth Grade - 46.43%</p> <p>Fifth Grade - 77.27%</p> <p>Sixth Grade - 45.6%</p> <p>Seventh Grade - 48.2%</p> <p>Eighth Grade - 36.7%</p> <p>Literature Keystone Grade 10 - 43.10%</p> <p>Literature Keystone Grade 11 - 27.30%</p> <p>The 2015 IEP Sub-Group Scores of proficient/advanced on the Math PSSA, Algebra 1 Keystones are as follows:</p>
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Third Grade - 43.75%

Fourth Grade - 35.71%

Fifth Grade - 63.64%

Sixth Grade - 39.8%

Seventh Grade - 22.4%

Eighth Grade - 11.6%

Algebra 1 Keystones Grade 9 - 66.7%

Algebra 1 Keystones Grade 10 - 5.90%

Algebra 1 Keystones Grade 11 - 26.30%

The district will provide on-going training over the course of the 3 year plan.  
Topics will include:

Fundations/Wilson Reading training, refresher courses

Consultation with Reading Coach

PVAAS - focusing on predictive data to remediate areas of need

Keystones - Use data to address needs and better understand results

Concrete Representational Abstract (CRA) math strategies

Alternative reading programs

Comprehension assessments

Oral fluency tools

Word study strategies

IRLA and 100 Book Challenge

	Common Assessments
<b>Person Responsible</b>	Beverly Smith
<b>Start Date</b>	8/30/2016
<b>End Date</b>	6/14/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services, Gifted Education

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	30
<b># of Participants Per Session</b>	20
<b>Provider</b>	District Staff, Independent contractors (reading coach), Delaware County Intermediate Unit, PaTTAN
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>The district has devoted significant resources to train staff to provide research-based, multisensory reading and math instruction.</p> <p>Multisensory reading and math programs (supplementary/remedial instruction) are in place for students in grades 6-12.</p>
<b>Research &amp; Best Practices Base</b>	<p>The district has adopted a coaching model for staff development in reading. The district contracts with a reading coach who meets monthly with special education teachers to observe, consult, and model multisensory reading practices. The district has adopted a research-based, multisensory reading program for the regular education program for Kindergarten through 2nd Grade (Foundations).</p> <p>The district has sent a team of teachers to the PaTTAN math series of Concrete Representational Abstract (CRA) math.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p>

	Classroom student assessment data Participant survey Review of participant lesson plans
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## Transition

<b>Description</b>	<p>Professional and support staff will possess the skills and knowledge necessary to support the transition process for students with disabilities. Students with disabilities will engage in post-secondary education or work upon graduation.</p> <p>Baseline: Students with disabilities attend a variety of colleges and trade schools. In 2015, students with disabilities were accepted into colleges and trade schools such as Millersville University, West Chester University, Temple University, Rutgers University, Penn State, Delaware County Community College, Art Institute of Philadelphia, Kutztown University, Pennsylvania College of Technology, Hartwick College, Neumann University, Delaware Valley College, Slippery Rock University, Eastern College, Willimason Free Trade School and Pulse Beauty Academy. Students with developmental disabilities are often employed. In 2015, two of three of our students with intellectual disabilities and/or autism obtained paid employment following graduation and one student went to community college.</p> <p>The district will provide on-going training to staff and parents for the 3 year duration of this plan. Topics will include:</p> <ul style="list-style-type: none"> <li>Creating transition plans</li> <li>Transition assessments</li> <li>Prompting Hierarchy</li> <li>Job skills</li> <li>Community resources</li> <li>Guardianship</li> <li>Post 21 supports</li> </ul>
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	College accommodations  Self advocacy  Adult provider supports including OID, OVR and OBH  Social security  Transition Fair
<b>Person Responsible</b>	Beverly Smith
<b>Start Date</b>	8/30/2016
<b>End Date</b>	6/14/2019
<b>Program Area(s)</b>	Professional Education, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	25
<b>Provider</b>	District Staff, Delaware County Intermediate Unit
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Staff will learn to: develop transition action plans; decrease verbal prompting when training students on the job; assist students with applying to college or trade schools and assist with accessing accommodations; assist parents with post 21 options for housing and finances; assist students with learning appropriate relationship skills; assist students with developing self-advocacy skills.
<b>Research &amp; Best Practices Base</b>	<p>The district currently operates a community-based work-experience program coordinated by a full-time transition support teacher. Five job coaches support students in work sites within the students' community. Very often, these internships lead to paid employment or volunteer options for our students with significant developmental disabilities. For example, in 2015, two of three of our student graduates with intellectual disabilities and/or autism obtained paid employment following graduation, one student went to community college, one student attends a meaningful day program.</p> <p>Our teachers and counselors guide our students with disabilities to pursue college and technical schools. In 2015, students with disabilities were accepted into colleges and trade schools such as Millersville University, West</p>

	<p>Chester University, Temple University, Rutgers University, Penn State, Delaware County Community College, Art Institute of Philadelphia, Kutztown University, Pennsylvania College of Technology, Hartwick College, Neumann University, Delaware Valley College, Slippery Rock University, Eastern College, Willimason Free Trade School and Pulse Beauty Academy.</p> <p>The district is planning a Transition Fair for the fall of 2016, including a panel of post 21 providers and resources.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p>
<b>Training Format</b>	<p>Series of Workshops  School Whole Group Presentation  Department Focused Presentation  Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers  School counselors  Paraprofessional  Other educational specialists  Related Service Personnel  Parents</p>
<b>Grade Levels</b>	<p>Middle (grades 6-8)  High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Analysis of student work, with administrator and/or peers  Review of transition plans, data collection of post-school outcomes</p>

<b>Evaluation Methods</b>	Classroom student assessment data Review of written reports summarizing instructional activity Review of transition data
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# Special Education Affirmations

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

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

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*