

Unionville-Chadds Ford SD
Special Education Plan Report
07/01/2018 - 06/30/2021

District Profile

Demographics

740 Unionville Road
 Kennett Square, PA 19348
 (610)347-0970
 Superintendent: Dr. John Sanville
 Director of Special Education: Dr. Leah Reider

Planning Committee

Name	Role
Shannon Brown	Administrator : Professional Education Special Education Schoolwide Plan
James Conley	Administrator : Professional Education Special Education Schoolwide Plan
Joseph Deady	Administrator : Professional Education Special Education Schoolwide Plan
Steve Dissinger	Administrator : Professional Education Special Education Schoolwide Plan
Shawn Dutkiewicz	Administrator : Professional Education Special Education Schoolwide Plan
Rick Hostetler	Administrator : Professional Education Special Education Schoolwide Plan
Dave Listman	Administrator : Professional Education Special Education Schoolwide Plan
John Nolen	Administrator : Professional Education Special Education Schoolwide Plan
Dr. John Sanville	Administrator : Professional Education Special Education Schoolwide Plan
Justin Webb	Administrator : Professional Education Special Education Schoolwide Plan
Elise Anderson	Board Member : Professional Education Special Education Schoolwide Plan
Carolyn Daniels	Board Member : Professional Education Special Education Schoolwide Plan
Dennis Fisher	Business Representative : Professional Education Special Education Schoolwide Plan
Doug Nakashima	Business Representative : Professional Education Special Education Schoolwide Plan

Timotha Trigg	Community Representative : Professional Education Special Education Schoolwide Plan
Bill Tsai	Community Representative : Professional Education Special Education Schoolwide Plan
Maribeth Lyles	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Sabrina Ellwood	Ed Specialist - School Psychologist : Professional Education Special Education Schoolwide Plan
Dr. Melissa Huber	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Cheryl Nelson	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Mary Weigand	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Kim King	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Drew Moister	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Trevor Tredway	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Megan Hilbolt	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Marcia DiGregorio	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Shannon Freehart	Middle School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Dr. Renee Bender	Parent : Professional Education Special Education Schoolwide Plan
Shari Cissel	Parent : Professional Education Special Education Schoolwide Plan
Megan Cromer	Parent : Professional Education Special Education Schoolwide Plan
Loryn Furey	Parent : Professional Education Special

	Education Schoolwide Plan
Gretchen Kehan	Parent : Professional Education Special Education Schoolwide Plan
Lynda Nadin	Parent : Professional Education Special Education Schoolwide Plan
Shreya Shah	Parent : Professional Education Special Education Schoolwide Plan
Dr. Leah Reider	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
Tim Hoffman	Student Curriculum Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Special Education

Special Education Students

Total students identified: 635

Identification Method

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

Students who are having difficulty making progress educationally are referred to the Instructional Support Team (IST), which initiates the process of gathering information related to the student's area of difficulty. At the initial IST meeting, information regarding educational concerns for students are shared, initial goals related to areas of concerns are developed, and supports targeting areas of concern are discussed. A student's response to the supportive interventions is then monitored. This is typically for at least the next 30-day time period. If the student's academic performance is significantly inadequate (below grade level) and his/her rate of improvement is so poor that he/she is unlikely to reach the acceptable level of proficiency within a pre-established time period, the IST will determine whether the student should be referred for a multidisciplinary evaluation (MDE) to gather more specific information on which to make educational recommendations. As part of the MDE, results of the IST interventions are used as a measure of the student's rate of acquisition and retention of skills in addition to various standardized and other curricular based assessments to determine the student's pattern of cognitive and academic strengths and needs. The Unionville-Chadds Ford School District utilizes a discrepancy model in determining the presence of a specific learning disability. As part of the discrepancy model, if the student's pattern of strengths and weaknesses relative to intellectual functioning indicate cognitive processing weaknesses that impact the student's learning and the student is performing significantly below expectations given his/her age and grade with a lack of response to interventions that have already been tried, then the student is considered to have a Specific Learning Disability. If the student demonstrates a need for specially-designed instruction, he/she is then considered eligible for Special Education services and an Individualized Education Program (IEP) is developed. This information is provided to families within 60 calendar days via an evaluation report. The MDE team then meets to review the information with the family to make a recommendation for next steps, including the development an IEP if eligible.

Enrollment

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

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

No significant disproportionality exists between the LEA (14.9%) and the State (16.5%) enrollment data for Percent Special Education as of the December 1, 2016 Child Count.

When reviewing, Race/Ethnicity a significant disproportionality (more than 10% difference) exists between Asian students identified as special education (5.7%) and Asian students within the LEA (12.9%), and Hispanic students identified as special education (6.7%) and Hispanic students within the LEA (4.4%). A small group size of 10 or less was reported for American Indian/Alaskan Native, Black or African American, and Native Hawaiian/Other Pacific Islander. As a smaller district with a total enrollment of 4,018 students, a change of a small number of students within a category can impact overall percentages and result in significant disproportionality. In recent years, the District's Asian population has grown. Trends within the data show a rise in Asian students identified for gifted education. The District's Hispanic population includes families that move into the area for work and several of the students have already been identified by previous PA LEAs.

When reviewing special education enrollment by disability a significant disproportionality (more than 10% difference) exists between the LEA and the State for students identified with Intellectual Disability (2.0% LEA / 6.5% State) and Other Health Impairment (25.0% LEA / 14.9% State). A small group size of 10 or less was reported for students identified with Deaf-Blindness, Hearing Impairment Including Deafness, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment Including Blindness. In recent years the District's psychologists and IEP teams have worked diligently to review identification practices. We continue to evaluate our practices and inform our parents of these practices as we work to meet students' needs.

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?

The Unionville-Chadds Ford School District does not have any Section 1306 facilities within its boundaries, and therefore, has no current obligations as a host district. Should a Section 1306 facility be opened within the District, the District would establish procedures and develop program options, in partnership with the Chester County Intermediate Unit (CCIU), to assure that students in the Section 1306 facility would receive a free appropriate public education (FAPE) in the Least Restrictive Environment (LRE). Each case would be reviewed individually and the multidisciplinary evaluation team would first consider education in the public school. Only if the supports identified by the team could not be adequately provided within the District's programs would the student be

educated in a separate setting. The District does not anticipate any barriers to meeting its obligations under Section 1306 of the School Code. The CCIU provides coordination services and varied educational opportunities that would likely meet any needs that cannot be met by the District in the public school setting.

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 Unionville-Chadds Ford School District provides educational services to students at both the Chester County Prison and the Chester County Youth Center. The District utilizes the services of the Chester County Intermediate Unit (CCIU) to ensure that a free appropriate public education (FAPE) is provided to any incarcerated students. The Chester County Prison and the Chester County Youth Center are the two facilities for incarcerated students located within school district boundaries. Annually, the prison may admit 50 to 60 students. The youth center admits 150 to 200 students per year. The average stay in the prison is 1 to 6 months, while the average stay in the youth center is 5 to 10 days. All residents of the youth center are of school age. Some residents of the prison are over the age of 21, but students are not accepted in the educational program if they are over 21. Annually, there are 25 students with individualized education programs (IEPs) at the youth center and less than 10 students with IEPs at the prison. Few, if any, students have 504 Service Agreements at either site.

The Chester County Intermediate Unit provides all educational services to incarcerated students during the school year. The CCIU provides a central point of contact for any special education processes that must be completed, including, but not limited to, Child Find. The CCIU is notified when students are incarcerated. Through an interview process, it is determined whether or not the student was ever in Special Education. The student's home school district is also contacted to help determine the student's educational status. If, through the interview process, the child is thought to be exceptional (Child Find), then a Permission to Evaluate is generated and provided to the parent. Upon receipt of the signed permission, the evaluation process begins. Within 60 calendar days, an Evaluation Report (ER) is issued to the parent. If the student is found to be in need of Special Education services, then within 30 calendar days an IEP is developed and a Notice of Recommended Educational Placement (NOREP) is issued to the parent. Upon receipt of the signed NOREP indicating parental approval of the Special Education services, the IEP is implemented and services begin.

If there is an indication, either from the student or the home district, that the individual was in special education, then the CCIU contacts the home district to gather IEPs and 504 Service Agreements, to inform the district of residence of its plans for educating the student, and to get information from the district of residence with respect to the student's needs. The CCIU sends reports of all admissions, discharges, and releases to the District through an electronic system. If determined appropriate, a Permission to Reevaluate is issued. Once the Permission to Reevaluate is

received, the Unionville-Chadds Ford School District in cooperation with the CCIU conducts the reevaluation, which includes a review of records, an educational reevaluation, a psychological evaluation (if appropriate), and other assessments recommended by the Multidisciplinary Team.

Once the multidisciplinary evaluation is completed, a Reevaluation Report (RR) is developed. If needed, an IEP meeting is held and an IEP is developed and implemented. Parents are encouraged to participate in the process and are provided with copies of relevant special education documents including Procedural Safeguards Notices, ERs/RRs, IEPs, and NOREPs.

The District ensures FAPE in the Least Restrictive Environment by providing certified Special Education teachers at both sites. Students in both programs are educated with non-disabled peers as specified in the IEPs.

The District and the CCIU experience one recurring problem when attempting to educate incarcerated students. Occasionally, the district of residence does not provide student records in a timely manner. This obstacle can be a real challenge for students at the Youth Center who may be released within 5 to 10 days. In addition, there are challenges meeting the needs of students with severe mental health needs, the lack of parental involvement, and the transiency of parents.

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.

Overview:

The Unionville-Chadds Ford School District offers a full continuum of programs for identified students beginning with the premise that all students belong in regular education programs. Students with disabilities are assigned to regular homerooms where they are able to access school activities available to all students. If the Individualized Education Program (IEP) team determines that students require accommodations or modifications in order to access the least restrictive environment (LRE), they are provided. Only on rare occasions do special education students not attend special area classes (i.e. music, art, family consumer science) and lunch with the general education students. Special education students are educated in regular education classrooms

within the general education curriculum to the greatest extent appropriate.

Training:

The Unionville-Chadds Ford School District encourages all teachers and support staff to attend various workshops, trainings, and conferences during the school year to support the needs of children. Teachers have multiple opportunities throughout the year to attend trainings and workshops offered by the District, PaTTAN, CCIU, and other outside vendors, such as The Franklin Institute, Lindamood Bell, The Mazzoni Center, and Summit Workshops. In addition, the District utilizes consultative services from CCIU and PaTTAN, as well as other providers, and participates in initiatives such as AACHIEVE and the Autism Initiative to improve student outcomes. The secondary special education staff have had significant training in writing transition plans for students.

Additionally, all special education teachers were trained in writing legally compliant IEPs based on current best practices in the field through the CCIU's IEP Institute. The District has also utilized the training and consultative services for the regular education curriculum implemented by the District, such as Wonders and Math in Focus. As new staff are hired, they participate in induction and mentoring programs. All staff are provided with access to the District Special Education Procedure Manual, an online District resource outlining best practices, and ongoing trainings and support for technology including IEP writing software.

During the school year, staff development days are focused on trainings for all school staff. During the current school year, trainings on such topics as empowering students, interventions and strategies for challenging behaviors, autism awareness and social interaction strategies, executive functioning, social skills, and mindfulness were provided to both special education teachers and support staff. The District will continue to provide both curriculum trainings, as well as other trainings related to students' needs as deemed warranted by the ever-changing needs with which the District is faced.

Curriculum Implementation:

All students receive instruction using the same curriculum materials as their non-disabled peers. In the event that students do not make progress within the curriculum based on the data collected, including grades and the attainment of curricular objectives in relation to State Standards, the IEP team meets to discuss and make determinations about which curricular materials will best serve the student. Response to Intervention and Instruction (RtII) in the District is a practice in the elementary grades that began several years ago with a focus on reading. It is a general education practice that provides differentiated instruction within the curriculum. All four elementary schools have trained teams that have continued to expand their use of this practice and to incorporate other curricular areas such as mathematics. At this time RtII is not being utilized at the middle or high schools. However, the District has Instructional Support Teams (IST) at all levels and programs, such as Learning to Learn, have been put into place to support students at the secondary level.

Out of District Placements

Unionville-Chadds Ford School District has met the State Performance Plan (SPP) 2016-2017 Targets for Indicator 5: Educational Environments in all three areas, special education inside regular class 80% or more, special education regular class less than 40% and special education in other

settings. The District scored 64.8% of its special education population in regular education 80% or more compared to the SPP target of 62.4%. The District scored 3.2% of its special education population inside regular class less than 40% of the time as compared to the SPP target of 9.0%. Finally, the District has 3.7% of its total special education population in other settings as compared to the SPP target of 4.9%. An analysis of the District's three-year trend in percentage of students receiving services outside the school district indicates a small range of 3.6% to 3.7%. Unionville-Chadds Ford School District has created and expanded special education programs and classes within the last three years in an effort to educate students in their home district whenever possible. The District added an elementary life skills support position, a part time elementary learning support position, a middle school emotional support position, dedicated time for a high school transition coordinator, and a District-wide Board Certified Behavior Analyst (BCBA). Only after exhausting all available resources does the District seek outside placements for students. The criteria used for making such educational decisions are as follows:

- student is not making academic and/or functional progress
- student is not safe to be in the home school
- availability of specialized programs that cannot be replicated in public school (i.e. mental health options, drug and alcohol options, community based transition options)

Currently the District has students in approved private school placements; this number has declined from the previous years. All of the students are on a 4010 designation. The District also has students in Chester County Intermediate Unit run programs (drug and alcohol, special education center, mental health, community based programs for secondary students). While these out of district numbers do change periodically, it is always the intent of the District to have students return to their home schools whenever possible. Of note, the District has a very small number of students who are currently enrolled in court appointed placements such as the Chester County Youth Center or Abraxis. Unilateral and private placements are not included in any of the above data, although the District contacts these families every two or three years to offer to conduct reevaluations of the students.

Behavior Support Services

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

School District Policy on Behavioral Support - Policy 113.2

Policy 113.2 applies specifically to students with disabilities. It defines terms related to behavior support, delegates responsibility, and provides guidelines for physical restraints, mechanical

restraints, seclusion, aversive techniques, referral to law enforcement, and relations with law enforcement. At this time, the district does not utilize a specific school wide positive behavior support system in any of the school buildings.

The district's behavior support programs focus on positive rather than negative behavior techniques to protect students. The use of restraints is considered a measure of last resort and is used only after other less restrictive measures have been implemented. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research based techniques to develop and maintain skills that enhance students' opportunities for learning and self-fulfillment. Whenever behavior interferes with the learning of a child with disabilities or with the learning of others, the Individualized Education Program (IEP) team of that child considers and may include in the IEP of the child, as needed, appropriate positive behavioral interventions, strategies, and supports to address the behavior.

The District requires that all IEPs developed for children with learning interfering behaviors include goals for the development of appropriate replacement behaviors and behavior interventions and strategies that emphasize the use of positive behavior teaching and shaping techniques. Use of physical restraining methods is only permitted when necessary to control behaviors that present a danger to the child or others and only when less restrictive measures have proven to be ineffective. Each school building has a trained core of staff who have participated in Non-Violent Crisis Intervention (NCI) certification programs. These school teams have yearly training provided by the District's Board Certified Behavior Analyst (BCBA). The teams expand each year so that more staff are prepared to deal with the challenges they may face.

All students with disabilities who have behaviors that impede their learning or that of others have goals addressing those behaviors. A school team and the parents conduct a Functional Behavior Assessment (FBA) to determine the behaviors of concern. After the behaviors are identified, the team analyzes the antecedent behaviors that occurred prior to the behavior being exhibited. Consequences to the student's behaviors are also documented. The team then analyzes all the shared information, and upon completion of the FBA, the team creates a Positive Behavior Support Plan (PBSP). The plan addresses the behaviors of concern and reinforces newly learned appropriate replacement skills. FBAs are conducted by school psychologists with additional support from the BCBA.

UCFSD provides regular training to teachers and support staff in positive behavior supports, de-escalation techniques and responses to behavior. These trainings are facilitated by District special education teachers, administrators, and intermediate unit staff. Staff also have the opportunity to attend conferences and workshops offered by the Pennsylvania Training and Technical Assistance Network (PaTTAN). School teams regularly review the information provided and implement it accordingly. These teams reconvene throughout the school year in their respective buildings to review the training materials in order to maintain current skill levels.

Psychological Counseling is provided for qualified students as part of the School-Based Behavioral Health Services that exist within UCFSD. The mental health needs of students in the district are addressed at the building, classroom, group, and individual level. Each building has a school-wide behavioral code and provides instruction to teach and reinforce appropriate behavior. This provides a safe, supportive, and predictable environment for all students. Specific bullying policies are in place to immediately address any problems. School counselors provide classroom lessons to teach

developmentally appropriate social skills, as well as small group sessions for students needing reinforcement of skills.

Individual students who need more direct instruction in social and coping skills are supported by school counselors (at least one per building), social workers (3 across the district), school psychologists (6 across the district), and special education teachers. These staff provide classroom lessons and see students individually and in small groups to provide lessons on social/friendship skills, impulse control, coping with feelings, problem-solving skills, conflict resolution, and other areas as identified by the IEP teams. Additionally, the social workers in the district provide counseling services to individual students and coordinate communication with families and outside service providers. The school psychologists conduct evaluations to identify student needs, and also provide individual counseling to students. Psychological counseling services that are deemed by the IEP team to be necessary in order for a student to make meaningful educational progress are provided to students at no cost to parents.

UCFSD also has effective arrangements with outside service providers that include alternative programs, CCIU programs including behavioral specialists, and school avoidance teams to address students' social, emotional, and behavioral needs.

Typically, psychological counseling is provided within the school day at the regular school the student attends unless the student attends an alternative program. In that case, services are provided at the alternative program's location.

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.

At this time, the District is not having difficulty ensuring FAPE for any particular disability. If this were to occur, we would, in each case, follow the same procedure that is used to find a placement for a particular student. That is, contact the Chester County Intermediate Unit to seek information to find an appropriate program to meet the needs of the child. Such programs may be an IU class, a cross-county IU class, or a private facility that specializes in hard-to-place students. Ongoing communication amongst the Special Education Directors throughout southeastern PA is another resource for the District when faced with locating appropriate placements.

As our special education population increases in numbers and needs, the District may request an expansion of special education classes in the District to support the children and to keep them in the least restrictive environment. During the last four years the district added an elementary Life Skills

Support class, a middle school Emotional Support class, and a middle school Autistic Support class focusing on Verbal Behavior Programming. The District is planning to add an Autistic Support class focusing on Verbal Behavior Programming to the high school in the upcoming years based on student need. The District also added a Board Certified Behavior Analyst (BCBA) and allocated 0.6 FTE to a high school Transition Coordinator position. All of our District programs have a K-12 continuum. Having these classes and positions in the District has supported the least restrictive environment for the students who attend these programs and receive services from these individuals. In addition, by adding these classes and positions, the District has not needed to locate as many outside placements.

If difficulty occurs with the placement of a particular student, the District, through its representative, contacts the Chairperson of the County Interagency Council and a meeting is scheduled. All relevant information is given to the Chairperson who invites appropriate 'other' agencies. This team meets and a course of action is determined. The District then follows this course of action. This process is typically monitored by one of our Social Workers, who acts as our liaison to the council and who attends the Interagency Council's regular meetings. The District also follows the Child and Adolescent Service System Program (CASSP) process if encountering difficulty when locating a placement for a particular student, especially students whose needs require mental health services or who are at risk of developing severe emotional disorders. Through CASSP, children with multi-system needs receive support and services. The CASSP County Coordinator is contacted to oversee the needs of these children and guide the team in locating necessary resources provided through cross-systems initiatives.

Through these efforts, we have been able to develop open lines of communication and positive relationships that have helped us to facilitate a cooperative and collaborative effort with both the local human service providers and the private providers. This allows us to program collectively for students. In addition, these working relationships have allowed us to be much more effective in contacting the various agencies with problematic situations. As a result, we are able to solve problems and meet students' needs efficiently and effectively.

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.

The Special Education program of the Unionville-Chadds Ford School District offers a comprehensive continuum of services. Our primary focus is on providing education in the least restrictive environment. More than sixty percent of students receiving special education services receive those services inside the regular class 80% or more of the time. This percentage is evidence of our commitment to supporting students' needs within the least restrictive environment. The cooperation between the District curriculum team and the special education department in the area of curriculum and instruction is integral to our success. All teachers, both general and special education, are given curriculum training and materials for all programs K-12 provided to non-disabled students. The collaborative relationship between general education teachers, special

education teachers, and special education paraprofessionals allows us the opportunity to provide inclusive instruction for our students. This approach is fostered by the outstanding cooperation between parents, teachers, administration, and the school board. The District's total team approach demonstrates that all stakeholders view education as important. Our students' high level of performance on recent state testing indicates that this cooperative approach is working. Parents report some of the District's strengths as its willingness to adapt to the changing needs of students, the responsiveness of IEP teams, and the open communication between home and school. The district has experienced success with its procedures related to the Child Find process. The Instructional Support Team is often used as a first step in the process whenever a student demonstrates academic, social, or emotional problems. The IST responds to all parent and/or school staff referrals in any of the above mentioned areas.

The district would like to highlight other programs and supports that are provided for the special education populations. Highlights include:

The district collaborates with other providers such as PaTTAN and CCIU to provide support in the areas of inclusive practices, verbal behavior programming, vocational explorations, improving student attendance, mental health and wellness, transition, and supporting teachers with improving instruction.

The District partners with the CCIU in the IEP Institute, a program that builds District skills via a train-the-trainer model with teacher leaders focusing on best practices for collecting data to write IEPs and Reevaluation Reports, implement IEPs, and facilitate IEP meetings.

The District actively participates in AACHIEVE (An Autism College and High School Integration for Educational and Vocational Excellence) to support the transition of high school students with autism to post-secondary schools.

UCFSD offers parents and guardians of students with disabilities access to education, resources, and enhanced partnerships with the District and the community as well as providing a voice for students with disabilities and their families in order to promote positive outcomes for UCFSD students through U-PRISE (Unionville-Parent Resources and Information for Special Education). The group meets 4 to 8 times per school year to share ideas and information, discuss programs, network with other parents and community resources, collaborate with administrators, ask questions, seek advice, and learn more about special education processes.

The District partners with PaTTAN in the Autism Initiative to supports Autistic Support Teachers district-wide with best practices and individual student problem solving related to verbal behavior programming.

Special Education was added to the District's Curriculum Cycle, a process that focuses resources on reviewing and improving areas of the curriculum every 5 years. Areas under review in the current cycle include Pre-Referral Processes, Social Skills, Executive Functioning, and Transition.

The District offers Best Buddies at the middle and high school levels and Peer Buddies at the elementary level to promote inclusive youth leadership, foster friendships between special education students and general education students, and support whole school engagement in inclusion.

Charles F. Patton Middle School expanded opportunities for students with disabilities to practice real world daily living skills by opening a simulated apartment classroom that mirrors the high school program.

The District offers a full continuum of services K to 12 including Life Skills Support, Emotional Support, Autistic Support, Learning Support, Speech and Language Support, Hearing Support, Vision Support, and Physical Support. The District also offers Multiple Disabilities Support in conjunction with the CCIU K to 6.

The District integrates technology across environments by leveraging FM sound field systems in most classrooms (K-12), providing devices such as Chromebooks and iPads to students, educating via the Canvas Learning Management System and the Google Product suite.

The District provides multiple opportunities for parents to learn about transitions from elementary to middle school and middle school to high school through scheduled transition meetings and group information sessions, so that there is a continuity of services for students with disabilities.

Regularly scheduled community based instruction for students in Life Skills Support and Autistic Support as indicated in their IEPs.

The District offers a wide array of options to meet students' individual needs for Extended School Year (ESY) Program including flexible hours/days, weekly general education volunteers to promote application of social and communication skills, and community partnerships for vocational and recreational learning.

UCFSD fosters an atmosphere of acceptance and inclusion in all areas including academic and extracurricular settings, including a new partnership with Special Olympics Unified Sports Bocce Ball Program.

The District employs a Medical Access Coordinator who provides support with enrollment in the Medical Assistance Program.

Unionville High School dedicated 0.6 FTE to a Transition Coordinator to support teachers and students with transition materials, assessments, activities, resources, and planning for post-graduation.

The District implements PowerSchool Special Education and the corresponding Parent Portal to electronically share and store confidential documents with parents.

Students with defined needs have access to assistive technology through the Student, Environment, Task, and Tools (SETT) process.

The department implements fiscally responsible practices to ensure resources are allocated and available to meet students' needs.

Assurances

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Chester County Prison	Incarcerated	Chester County Intermediate Unit 24	7
Chester County Youth Center	Incarcerated	Chester County Intermediate Unit 24	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
CCIU/Child and Career Development Center	Special Education Centers	Learning Support, Autistic Support, Multiple Disabilities Support, Life Skills Support	7
CCIU/Aspire	Other	Learning Support	1
CCIU/REACH	Special Education Centers	Emotional Support	1
CCIU/Transitional Living Program	Other	Life Skills Support	2
Camphill Special School	Approved Private Schools	Life Skills Support	1
The Vanguard School	Approved Private Schools	Autistic Support	2
CCIU/Changes	Special Education Centers	Emotional Support	1
Devereux CARES	Approved Private Schools	Autistic Support	1
CCIU/Transitional Work Program	Other	Life Skills Support, Learning Support	1
CCIU/Options	Special Education Centers	Emotional Support	1
CCIU/CCLC Career Academy	Special Education Centers	Learning Support, Emotional Support	2
CCIU/Gateway	Special Education Centers	Emotional Support	3
Glen Mills Schools	Other	Learning Support	1
Student Home	Instruction in the Home	Multiple Disabilities Support	1
CCIU/Cross-District Elementary Multiple Disabilities Support Class at Unionville Elementary School	Other	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #45

Operator: School District

PROGRAM SEGMENTS

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

Program Position #44

Operator: School District

PROGRAM SEGMENTS

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

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.4
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

		operated		
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Program Position #41*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	16	0.8
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	6	0.5
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	2	0.25
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.2
Locations:				

Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.05
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #33 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	37	0.75
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	20	0.4
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	5	0.1
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM SEGMENTS

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

Program Position #30

Operator: School District

PROGRAM SEGMENTS

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

Program Position #29

Operator: School District

PROGRAM SEGMENTS

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

Program Position #28*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #27 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	6	0.75
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 14	2	0.25
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	8	1
Locations:				

Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		
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Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

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

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 6, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	18	0.9
Locations:				
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 8	2	0.1
Locations:				
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* December 15, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	1	0.1
Locations:				
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	4	0.5
Justification: Students in Autistic Support with similar needs attend this program. Parents are informed and consent is provided via a NOREP.				
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 12	4	0.5
Justification: Students in Autistic Support with similar needs attend this program. Parents are informed and consent is provided via a NOREP.				
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	4	0.5
Justification: Students in Autistic Support with similar needs attend this program. Parents are informed and consent is provided via a NOREP.				
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 11	4	0.5
Justification: Students in Autistic Support with similar needs attend this program. Parents are informed and consent is provided via a NOREP.				
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM SEGMENTS

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

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	5	0.25
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #1*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	16	0.8
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	5	0.25
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 31, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 11	20	1
Justification: Students in Emotional Support with similar needs attend this program. Parents are informed and consent is provided via a NOREP.				
Locations:				
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1
Locations:				
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 11	8	1
Justification: The program is designed to meet the similar needs of a small population of students that are served within a multiple disabilities support classroom within the school district that exceeds the 3 year age range. Students outside the planned age range are placed in the program after noting in the IEP that the exception is appropriate based on the student's specific needs.				
Locations:				

Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	32	0.5
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.				
Locations:				
Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	33	0.5
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	65	1
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.				
Locations:				
Chadds Ford Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.				
Locations:				
Hillendale Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are provided Speech and Language Support within groupings that do not exceed the 3 year age range. However, the Speech-Language Pathologist services all grades within the elementary school setting.				
Locations:				
Pocopson Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	11	0.95
Justification: Students are provided Autistic Support within groupings that do not exceed the 3 year age range. However, the Autistic Support Teacher services all grades within all four of the elementary school buildings.				
Locations:				
ALL Elementary Schools	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	2	0.05
Justification: Students are provided Emotional Support within groupings that do not exceed the 3 year age range. However, the Emotional Support Teacher services all grades within all four of the elementary school buildings.				
Locations:				
All Elementary Schools	An Elementary School Building	A building in which General Education programs are operated		

Program Position #46*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 17	3	0.21
Locations:				
Unionville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #47*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	3	0.2
Locations:				
Pocopson Elementary School and Unionville Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 18	4	0.35
Locations:				
Unionville High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Locations:				
Charle F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	3	0.25
Locations:				
Unionville High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.05
Locations:				
Charles F. Patton Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	2	0.05
Locations:				
Unionville High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Office	1
Supervisor of Special Education	District Office	1
School Psychologist	Unionville High School	1
School Psychologist	Charles F. Patton Middle School	1
School Psychologist	Pocopson Elementary School	1
School Psychologist	Hillendale Elementary School & Chadds Ford Elementary School	1
School Psychologist	Unionville Elementary School & Chadds Ford Elementary School	1
School Social Worker	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, & Unionville Elementary School	1
School Social Worker	Unionville High School	1
School Social Worker	Charles F. Patton Middle School & Unionville High School	1
Paraprofessional	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, Unionville Elementary School, Charles F. Patton Middle School, & Unionville High School	90
School Psychologist/504 Coordinator	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, Unionville Elementary School, Charles F. Patton Middle School, & Unionville High School	1
Board Certified Behavior Analyst	Chadds Ford Elementary School, Hillendale Elementary School, Pocopson Elementary School, Unionville Elementary School, Charles F. Patton Middle School, & Unionville High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Austill's Rehabilitation Services - Occupational Therapy and Physical Therapy Services	Outside Contractor	5 Days
CCIU Advanced Clinical Services - Personal Care Assistants	Intermediate Unit	5 Days
Bayada Home Health Care - Nursing Services	Outside Contractor	5 Days
General Health Resources - Personal Care Assistants	Outside Contractor	5 Days
CritiCare- Personal Care Assistants	Outside Contractor	5 Days
Delta T Group- Personal Care Assistants	Outside Contractor	5 Days
CCIU Hearing Support Services	Intermediate Unit	2 Days
CCIU Vision Support Services	Intermediate Unit	2 Days

District Level Plan

Special Education Personnel Development

Autism

<p>Description</p>	<p>The District will facilitate professional development opportunities for the 2018-2019, 2019-2020, 2020-2021 school years for the following individuals:</p> <ul style="list-style-type: none"> • administrators - one training annually for 10 administrators • autistic support teachers - four trainings annually for 6 teachers • paraprofessionals/personal care assistants - one training annually for 90 paraprofessionals/personal care assistants • parents - one training annually for at least 10 parents • students - one training annually for an elementary school <p>One focus for staff development is that of Applied Behavior Analysis, Verbal Behavior, and the use of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP). The District has been fortunate to have the PaTTAN Autism Initiative partner with all of our verbal behavior classrooms for the last 4 years. VB Autistic support teachers and selected speech and language pathologists serving as VB Coaches have participated in 3-day trainings at PaTTAN and then applied for support from PaTTAN. This support occurs two times per month for half day supports. This intensive skill training for staff has provided professional staff with guided practice in teaching skills for applied behavior analytic interventions incorporating an analysis of verbal behavior. Staff have been trained in VB-MAPP assessment tool and developing student programs based on the assessment outcomes. Staff were also trained in establishing instructional control and reducing problem behavior. Because of the success of the implementation of Applied Behavior Analysis, Verbal Behavior, and the use of the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), the District is now training the High School autistic support teacher. Three elementary schools and the middle school already have VB trained teachers. In addition, the District will have the autistic support teachers repeat this training to ensure that all programs are being delivered with fidelity.</p>
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	<p>Another focus for staff development is the AACHIEVE program (An Autism College and High School Integration for Educational and Vocational Excellence) through PDE. This program strongly involves students and parents in the learning and planning processes involved in transitioning to higher education for students with autism.</p> <p>Students receive training annually on peer interactions with students with autism from CCIU TaC and District special education teachers. Students are able to volunteer to be Peer Buddies, get involved in Best Buddies, participate in lunch bunches, and serve as typical peer role models in Extended School Year (ESY) for students with autism.</p> <p>In addition, our teachers, support staff, and administrators participate in yearly training in non-violent crisis intervention (NCI) provided by the District's Board Certified Behavior Analyst (BCBA).</p> <p>Annual parent trainings are provided by U-PRISE (Unionville- Parent Resources and Information for Special Education) as part of the recognition of April as Autism Awareness Month.</p>
Person Responsible	Director of Special Education & Supervisor of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	24
# of Participants Per Session	10
Provider	District, CCIU, PaTTAN
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Stakeholders involved in District supported trainings will gain knowledge and resources surrounding instruction, assessment, behavior management, and social skills for students with autism.
Research & Best Practices Base	<p>Applied Behavior Analysis and Verbal Behavior are the basis of some of the District's autistic support classes as research shows that it is an effective way to work with children with autism who have limited verbal skills.</p> <p>AACHIEVE proactively supports students with autism as they transition into</p>

	<p>higher education as research shows the majority of students with high functioning autism drop out during their first year of college due to lack of social and independent living skills. This project partners with Dr. Jane Brown, a recognized expert in college support for students with autism.</p> <p>U-PRISE is based on the research of Joyce Epstein surrounding school, family, and community partnerships and the positive impacts they have on improved student outcomes.</p>
For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>

	<p>Related Service Personnel Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data</p>

Behavior Support

Description	<p>Unionville-Chadds Ford School District is seeing an increase in the number of students whose behavior is interfering with the student's or another student's learning. Behavior support is an area of professional development for staff over the next three years. UCFSD acknowledges the significance of providing staff development addressing behavior management, Functional Behavior Assessments (FBA), and Positive Behavior Support Plans (PBSP). In August of 2016, the District hired a Board Certified Behavior Analyst (BCBA) to provide behavior supports and trainings to teams across the district, including behavioral goal writing, FBAs, PBSPs, behavior management strategies, data analysis, and Non-violent Crisis Intervention (NCI). The District also contracts with the CCIU for trainings and evaluations related to students' behavior support needs.</p> <p>NCI trainings are provided to all support staff and many teachers and administrators throughout the school year. The initial training provided by the UCFSD BCBA is 6 hours, and the annual refresher is 3 hours. Trainings are held at least 3 times per year for both initial and refresher level courses to ensure</p>
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	<p>all necessary staff are trained.</p> <p>As part of meeting students' behavioral support needs, support staff and transportation staff receive individualized trainings from the District's BCBA and special education teachers related to students they work with regularly.</p> <p>Also, to provide further behavior supports there are two behavior related subcommittees on the Special Education Curriculum Cycle that started in the 2017-2018 school year. The two subcommittees, social skills and executive functioning skills, research current practices and curriculum and make recommendations to the School Board for improvement.</p> <p>Unionville-Parent Resources and Information for Special Education (U-PRISE) provides regularly scheduled interactive presentations to families on behavior interventions and strategies facilitated by an expert in the field from UCFSD and/or the Chester County Intermediate Unit.</p>
Person Responsible	Director of Special Education and Supervisor of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3.0
# of Sessions	18
# of Participants Per Session	10
Provider	UCFSD staff and CCIU staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	The knowledge gained from these trainings will help staff and parents to be more skilled at developing, implementing, and overseeing positive behavior support systems in the District. Increased knowledge about de-escalation techniques to utilize when interacting with students experiencing behavioral challenges will help staff create safe educational environments for all students. The net result of behavioral assessments, de-escalation techniques, and successful positive behavior support plans for students is that school personnel are better able to provide an educational environment that addresses the learning needs of all students.
Research & Best Practices Base	Research and best practice show that as a result of improved behavioral systems and supports in schools, both student learning outcomes

	and school climate improve.
For classroom teachers, school counselors and education specialists	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Department Focused Presentation</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>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>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p>

Paraprofessional

Description	<p>All paraprofessionals will be highly qualified as demonstrated by having at least a 2-year degree or passing the ETS PRAXIS ParaPro Assessment. Additionally, all paraprofessionals will meet the annual PDE requirement for the completion of 20 hours of professional development related to their assignments.</p> <p>Paraprofessionals are provided with 6 three-hour professional development opportunities to develop their skills and prepare them to work with students. Training opportunities will be provided before the first week of school and throughout each school year by District staff, Chester County Intermediate Unit, and PaTTAN on a variety of topics related to paraprofessionals' assignments. Two hours of building specific trainings per year are also provided to paraprofessionals.</p>
Person Responsible	Supervisor of Special Education
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	18
# of Participants Per Session	90
Provider	Training opportunities will be provided by qualified district, intermediate unit, and PaTTAN staff on a variety of topics related to their individual areas of expertise.
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	A variety of topics will be covered to ensure all paraprofessionals have the necessary knowledge to successfully complete their position

	<p>responsibilities. All paraprofessionals will participate and successfully complete CPR/AED/First Aid certification training. Examples of the professional development available include:</p> <ul style="list-style-type: none"> • Restraint and De-Escalation Strategies • Technology: Google Suite and Learning Management Systems • Working with Students with Challenging Behaviors • Wellness • Autism Spectrum Disorders • Executive Functions • Mobile Devices as Assistive Technology • Understanding the Senses & Their Impact on Learning • Prompting and Fading Supports • The Challenge of Learning to Read • Mandated Reporter Training • Increasing Independence • Understanding Disabilities • Social Skills • Supporting Students with Concussions/Traumatic Brain Injury • First Aid and CPR • Ethics in the Classroom • Bullying
<p>Research & Best Practices Base</p>	<p>All paraprofessional development facilitators will be highly qualified in the content areas for the topics for which they are presenting. The information presented will be current and aligned with the competencies as outlined by PDE.</p>

For classroom teachers, school counselors and education specialists	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p>
For school or LEA administrators, and other educators seeking leadership roles	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	<p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p>
Participant Roles	Paraprofessional
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Peer-to-peer lesson discussion</p> <p>In-building paraprofessional department meeting</p>
Evaluation Methods	<p>Review of participant lesson plans</p> <p>Individual performance observations and evaluations</p>

Reading NCLB #1

Description	<p>The Unionville-Chadds Ford School District recognizes the critical need for students to become proficient readers. The direct teaching of reading strategies helps students to become increasingly skillful at decoding, comprehending, and analyzing text. As with any new skill, these reading strategies require explicit instruction designed to match students' specific needs. Therefore, UCFSD will provide training in research-based reading programs along with the delivery of instructional strategies. Each year</p>
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	<p>teachers have the opportunity to participate in at least 3 half-day trainings focusing on reading, with time allocated for collaboration on curriculum, assessments, pacing, and data analysis.</p> <p>UCFSD recently implemented a new reading program at the Elementary Level, Reading Wonders by McGraw Hill. As a part of the new series, teachers received training in delivering WonderWorks, which is a complementary component to Reading Wonders. It helps students meet grade level standards while using below level text to achieve the goals. The District contracted with the Chester County Intermediate Unit to provide Language Essentials for Teachers of Reading and Spelling (LETRS) trainings in the areas of phonics, fluency, and comprehension. Additionally, students in special education programs receive reading instruction using various programs including, SRA Reading Mastery and Corrective Reading (Decoding and Comprehension), Wilson Language, Seeing Stars, and Read Naturally. New teachers or teachers who have not used these programs in the past receive trainings on assessing students, placing students in the appropriate levels, and implementing the programs with fidelity. New teachers also learn about special education related topics through the District's induction program.</p> <p>Each year teachers and administrators meet to analyze student data to ensure students are making meaningful progress in reading. This school year, special education was added to the District's regular curriculum cycle. As a result, the committee is currently meeting and making recommendations for change in the following areas: transition, executive functioning, social skills, and the pre-referral/IST processes. The District continues to use DIBELS and Fountas and Pinnell to make sure students are meeting developmentally appropriate benchmarks in the primary grades. This information, as well as English Language Arts (ELA) curriculum assessments, drive the RtII grouping practices at the Elementary level to help identify students that may need special education services, if they are not responding to appropriate interventions.</p>
Person Responsible	Supervisor of Special Education, Director of Special Education, Director of Curriculum and Instruction, Principals and Assistant Principals
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	3.0
# of Sessions	9

# of Participants Per Session	20
Provider	District, CCIU, and program specific staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will learn the basic principles of implementing research-based reading programs across all grade levels. They will receive on-site coaching to ensure they are delivering the programs and strategies with fidelity. Teachers will learn how to assess students and place them correctly in the programs to meet the students' skill deficits. Teachers will learn how to give formative and summative assessments, continually analyzing student data and adjusting their instruction. Special education teachers will have support from administrators, CCIU TaC staff, and vendors in implementing research-based reading programs.
Research & Best Practices Base	The Unionville-Chadds Ford School District recognizes the importance of having teachers trained to implement research-based instructional reading strategies when delivering instruction designed to increase students' achievements in reading and ensure students are making meaningful progress toward IEP goals and objectives.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	Series of Workshops Live Webinar

	<p>Department Focused Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>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>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

Transition

Description	<p>Staff will work on improving transition services and activities for students ages 14-21. IEPs will reflect assessment data and individual planning for students. Trainings will focus on topics such as universal design for learning (UDL), implementing the Naviance program, accessing community resources for students with disabilities, preparing students for the work force, helping students apply for college, independent living skills instruction, assistive technology, and technology integration utilizing 21st Century skills and competencies. Two one-hour trainings focusing on these topics will be</p>
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	provided annually.
Person Responsible	Supervisor of Special Education, Transition Coordinator(s) from Unionville High School
Start Date	7/1/2018
End Date	6/30/2021
Program Area(s)	Professional Education, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.0
# of Sessions	6
# of Participants Per Session	12
Provider	Training opportunities will be provided by qualified district, intermediate unit, and PaTTAN staff on a variety of topics related to their individual areas of expertise.
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	Teachers will gain a better understanding of the transition process and post-secondary resources available, including all aspects of Indicators 13 and 14.
Research & Best Practices Base	The UCFSD Transition Coordinator is certified by George Washington University. The training the UCFSD Transition Coordinator received, along with trainings and input from PaTTAN and the CCIU will form the basis of the trainings offered.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate</p>

	<p>data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p>

Special Education Affirmations

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

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

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

Affirmed by Jeff Hellrung on 4/17/2018

Board President

Affirmed by John Sanville on 4/17/2018

Superintendent/Chief Executive Officer



Thursday, June 7, 2018

Unionville-Chadds Ford SD
Dr. John Sanville
740 Unionville Road
Kennett Square, PA 19348

Greetings Superintendent Sanville:

Please be advised that the special education plan for Unionville-Chadds Ford SD is complete and has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2018 to June 30, 2021 cycle. The Department is available to work with you to implement your plan.

This letter confirms that the Unionville-Chadds Ford SD meets the Chapter 14.104 requirements.

As a Phase 3 LEA, the next due date for the special education plan is 5/1/2021. Please contact your BSE Advisor with any questions that may arise regarding the implementation and/or modification of the special education plan. We look forward to working with you. Should you have questions or concerns related to Comprehensive Planning, please contact the Bureau of Special Education at 717-772-2647.

Sincerely yours,

Ann Hinkson-Herrmann | Director of Special Education Department of Education | Bureau of Special Education

333 Market Street | Hbg PA 17126

Phone: 717.783.6880 | Fax: 717.783.6139

www.education.state.pa.us