Muhlenberg SD

Special Education Plan Report

07/01/2020 - 06/30/2023

District Profile

Demographics

801 Bellevue Avenue
Reading, PA 19605-1799
610-921-8000
Superintendent: Dr. Joseph Macharola
Director of Special Education: Dr. Shawn Rutt

Planning Committee

Name	Role
Steven Baylor	Administrator : Special Education
Jeffery Ebert	Administrator : Special Education
Alan Futrick	Administrator : Special Education
Michael Mish	Administrator : Professional Education Special Education
Lori Morris	Administrator : Special Education
Shawn Rutt	Administrator : Professional Education Special Education
Eric Schaeffer	Administrator : Special Education
Felicia Ulsh	Administrator : Special Education
Kevin Vanino	Administrator : Professional Education Special Education
Krista Venza	Administrator : Special Education
Richard Hoffmaster	Board Member : Special Education
Christina Marcos-Fies	Ed Specialist - School Psychologist : Special Education
Amy Chiarelli	Elementary School Teacher - Regular Education : Professional Education Special Education
Jennifer Hausman	High School Teacher - Special Education : Professional Education Special Education
Beth Burnham	Middle School Teacher - Special Education : Professional Education Special Education
Ivana Schlott	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 771

Identification Method

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

Identifying Students with Learning Disabilities

Muhlenberg School District utilizes a discrepancy model to identify students with a specific learning disability. After a pre-referral process where students are provided with academic interventions and their progress is monitored, students who do not adequately progress are referred for a multi-disciplinary team evaluation. Parents or guardians of the students may also request an evaluation at any time. When a parent request occurs, the school staff will review available data and notify the student's parents of their decision regarding the evaluation. The multi-disciplinary evaluation includes a review of the student's records, academic progress, parent input, teacher input, curriculum based assessments, classroom and assessment observations. Students are also administered individual standardized cognitive, intellectual, and achievement assessments as seen necessary by the school psychologist. The student will be found eligible for special education as a student with a *Specific Learning Disability* when:

- At least one of the legally identified areas of achievement is significantly below age or grade standards.

- A severe discrepancy between cognitive ability and academic achievement is reported.

- The suspected disability is not the primary result of lack of appropriate instruction.

- The suspected disability is not the primary result of:

a. a vision, hearing, or motor problem

b. intellectual disability

c. emotional disturbance

d. cultural and/or environmental issues

e. limited English proficiency

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

Muhlenberg School District recognizes the discrepancy regarding the number of students in the district identified as Other Health Impairment (23.4%) and the State average (16.4%) as indicated on the Special Education Data Report from 2018-2019. The District continues to see an increase in the amount of students who move in to the District already identified as Other Health Impairment (OHI). The District continues to see an increase in the number of students who's parents/guardians provide information from outside medical and mental health professionals in regard to deficits with executive functioning and ADHD. This has led to more evaluations and higher incidents of students qualifying under the Other Health Impairment disability category.

Under Chapter 14 Regulations we are required to accept in-state IEPs that identify a student as OHI. Additionally, we are required to consider outside evaluations when determining a student's eligibility category and when making decisions about student programming. The District continues to implement School Wide Positive Behavior Support, Social Skills Instruction and individual Positive Behavior Support Plans in order to reduce the need for specially designed instruction with those students who are identified as OHI. The District's school psychologists and Special Education Staff keep current with best practices in reducing negative effects of executive functions deficits while keeping in mind the developmental levels of individual students.

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?

There are no 1306 residential facilities within the Muhlenberg School District.

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).

There are no correctional facilities located within the Muhlenberg School District boundaries. The annual public notice is printed yearly in the Reading/Eagle Times, Berks County's local newspaper, is posted on the district website and is included as an insert in the district newsletter. The text is printed in both English and Spanish. In addition, BCIU and Twin Valley, the host district to Abraxas Academy (Youth Detention facility), disseminate pamphlets and brochures relating to special education to this facility as well as Berks County jail. A copy of the annual public notice is also sent to the warden of Berks County jail.

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.

IEPs for students who attend MSD are developed by first closely considering the students' present levels of educational and functional performance. Goals, objectives, specially designed instruction, related services and supports for school personnel are then developed. Only after the program has been fully developed do IEP teams discuss the location for provision of services. General education settings are considered as the first option. The goal of MSD IEP teams is to consider provision of services within the least restrictive environment of all students.

The District continues to expand opportunities for students to experience a continuum of services in the least restrictive environment. The District has utilized co-teaching as an instructional practice in order to maintain better LRE experiences for our students. The District has also utilized the Autism Initiative from PATTAN to expand our services in the LRE for students with disabilities. Some of our Special Education staff has worked with the Berks County Intermediate Unit to implement the Competent Learner Model with our low-incident disability population. The District has been implementing a District Wide Mental Health Pilot in order to provide Tier 1 support to our entire school population. Our staff will be choosing a particular program at each building and the chosen

program will be implemented next school year with all of our students. This initative should build some capacity within the district to educate students in the LRE who experience social emotional disorders or require Emotional Support.

According to the Indicator 5 data from the 2017-2018 School Year, the District met the targets for LRE.

When a student is placed in an out-of-district program, MSD personnel closely monitor the student's progress and collaborate with the personnel from the programs to decide when the student can successfully transition back to MSD locations. They also work to develop plans for a successful transition. When the student's progress indicates a readiness to transition back to MSD, personnel and staff from the current placement develop a plan that includes necessary supports for a successful return to MSD classes. The plan can include visits to the school building, meetings with teachers and students, transitioning back between the home school and the out of district placements. MSD teachers attend meetings with the teachers from the placement and have also observe and meet with the student and parents. The district has experienced an influx during the 19-20 school year of students moving into the school district from another LEA, who had been placed in out of district and the MSD has had to continue to those placements.

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.

The Muhlenberg School District School Board policy directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment.

Support is provided to all students in the form of Functional Behavioral Assessments and Positive Behavior Support Plans. Student IEPs include the required supplemental aides and services that will allow for success in their school program. Staff are provided with support in completion and implementation of PBSP's by a Behavior Specialist.The District also provides training to all staff on classroom management, behavior modification, and Youth Mental Health First Aid.

Student Assistance Programs (SAP) exist in all district buildings and attempt to link students and their families with agency supports in the community. SAP teams meet on a regular basis in all buildings and the general education and special education staff members are trained on the referral process. In addition, Muhlenberg School District employs a Home and School visitor who can assist

families with truancy issues and with securing community services. The district also provides office space for Progressions to provide therapy services for students during the school day. The work of Progressions counselors has been expanded throughout the District to meet the increasing mental health needs of our students.

The Muhlenberg School District currently provides training through the BCIU in the Safety Care system of De-escalation and Crisis Prevention. Training includes use of restraints as a last resort technique. Many staff members including Life Skills Support Teachers, Emotional Support Teachers, General Education Teachers, and Assistants and selected Administrators have participated in the training and attend regular review for recertification. Strategies for crisis prevention are included in IEPs for students with behavioral needs.

Muhlenberg School District provides several varieties of school wide positive behavior supports. Muhlenberg Elementary Center utilizes a High Five Program which targets five positive behaviors generalized across the school setting. Students are awarded high five slips which are recognized by classroom teachers, administration and families. C.E. COLE Intermediate School implements the use of Restorative Practices as well as Cole Core Values, around which positive "Cole Diamonds" are awarded to students who are "caught" demonstrating one of the core values. Core values include kindness, respect, responsibility and citizenship. Muhlenberg Middle School is in the process of developing a new school wide positive behavior support system for students in grades 7-9. Selected school staff are working cooperatively with Support Staff from the BCIU to research and plan an effective system. Muhlenberg High School rewards those students with exemplary behavior, grades and homework with a choice of reward activities during a daily thirty-minute period called "Muhl Time". In addition, the district Superintendent leads a positive recognition program called IMPACT, which provides quarterly recognition by district administration through community donations.

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.

When we have a student who qualifies for Intensive Interagency, we follow the PDE BSE procedures. We complete the Intensive Interagency Initial Report (and updates when applicable). If we are unable to find a placement, we will work with PaTTAN and the BCIU in order to obtain a location. We work collaboratively with another district, with our IU, with another IU, with PaTTAN,

with an approved private school. At our monthly BASE meetings (Berks Administrators of Special Education), colleagues share any students they may encounter that may need special placements and the situation is reviewed and experiences shared. Our district requests local interagency team consultation through Berks County Children and Adolescent Service System Program (CASSP). When it is apparent that a student is at risk of waiting more than 30 days for appropriate educational placement, the situation is immediately reported to the state Intensive Interagency Coordinator. Our district Special Education Supervisor reports any students for whom appropriate educational placement appears to be unavailable or unlikely to the State Intensive Interagency Coordinator.

The Special Education Director and Supervisor attends Berks Association of Special Education Administrator (BASE) meetings and receives training regarding any changes in the interagency approach on an annual basis. On a regular basis and when the need arises, the school district evaluates the programmatic ends of the students and uses interagency approach situation to improve LEA capacity.

We have engaged in collaboration with Service Access and Management (Berks County MH/MR), Berks County Children and Youth Services, Berks County Juvenile Probation, Drug and Alcohol Treatment Programs, Office of Vocational Rehabilitation, Caron Foundation, Progressions, Reading Hospital Mental Illness Substance Abuse Programs, and our district's Student Assistance Program.

The school district has not had difficulty placing students, however there are a limited number of alternative educational programs for students.

The school district monitors the progress of homebound students through on-going data collection provided by the homebound instruction(s). We meet monthly with all special education administrators and the IU team. The district has the opportunity to discuss general concerns with partnering districts about the students that have needs difficult to meet.

As a specific student situation arises, the IEP team including the Berks County CASSP coordinator, meet to discuss any unmet needs and make informed programmatic decisions that are appropriate for the student.

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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Centennial School	Approved Private Schools	Emotional Support	1
Kidspeace Temple	Other	Emotional Support and Alternative Education	2
Abraxus Academy	Other	Detention Center- Emotional Support, Learning Support, Autistic Support	2
Home of a Student	Instruction in the Home	Multiple Disabilities	1
Opportunities School/ Elwyn Institute	Special Education Centers	Emotional Support	2
Devereux	Approved Private Schools	Life Skills	1
New Story	Special Education Centers	Emotional	3
Elwyn Davidson School	Approved Private Schools	Emotional Support	1
New Story	Special Education Centers	Autistic Support	4
Hogan Learning Academy	Special Education Centers	Autistic Support	2
Capstone Academy	Special Education Centers	Autistic Support	1
River Rock Academy	Other	Emotional Support	2

Special Education Program Profile

Program Position #1

       Operator: School District

       PROGRAM DETAILS

           Type: Position

           Implementation Date: March 17, 2020

           Reason for the proposed change: Update to Comprehensive Plan

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 5	1	0.3
Locations:				

Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	6	0.6
Locations:				
Muhlenberg Elementary Center	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	6 to 6	1	0.1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Change to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 6	4	0.5
Locations:				
Muhlenberg Elementary Center	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 6	4	0.4
Locations:				
Muhlenberg Elementary Center	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 6	1	0.1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Change to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Autistic Support	6 to 7	7	1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
      Operator: School District
      PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	2	0.1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 7	12	0.4
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	2	0.3
Locations:				
Muhlenberg Elementary Center	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	6 to 7	1	0.2
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
      Operator: School District
      PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	1	0.3

Locations:				
Muhlenberg Elementary Center	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	6 to 7	7	0.7
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 17, 2020
Reason for the proposed change: Update to Comprehensive Plan
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	1	0.1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	1	0.2
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	13	0.7
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 17, 2020
Reason for the proposed change: Comprehensive Plan Update
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	13	0.7
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	2	0.3
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	22	0.45
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	2	0.2
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 9	4	0.35
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	25	0.6
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.2

Locations:				
Muhlenberg Elementary Center	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	8 to 9	2	0.2
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	6	0.5
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	8	0.5
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	1	0.2
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.7
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	1	0.1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	13	0.8
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	1	0.2
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	2	0.2
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	0.5
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.3

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

Program Position #14

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 17, 2020
>> *Reason for the proposed change:* Update to Comprehensive Plan
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	3	0.3
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	1	0.2
Locations:				
CE COLE Intermediate Building	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	14	0.5
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 17, 2020
>> *Reason for the proposed change:* Update to Comprehensive Plan
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	14	0.5
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	3	0.3
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	1	0.2
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: March 17, 2020
Reason for the proposed change: Update to Comprehensive Plan
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	1	0.1
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	16	0.5
Locations:				
CE COLE Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	4	0.3
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM DETAILS
Type: Position
Implementation Date: April 29, 2016
Reason for the proposed change: Update to Comprehensive Plan
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 12	4	0.2
Locations:				

| CE Cole Intermediate School | An Elementary School Building | A building in which General Education programs are operated | | |

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	1	0.1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	0.7
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 17, 2020
> > *Reason for the proposed change:* Update to Comprehensive Plan
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.2
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 12	2	0.2
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	0.6
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 17, 2020
> > *Reason for the proposed change:* Update to Comprehensive Plan
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	16	0.7
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 11	1	0.1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.2
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	0.8
Locations:				
Muhlenberg 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%)	Life Skills Support	13 to 13	1	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21
>> *Operator:* School District
>> **PROGRAM DETAILS**
>>> *Type:* Position
>>> *Implementation Date:* March 17, 2020
>>> *Reason for the proposed change:* Update to Comprehensive Plan
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	12 to 12	1	0.1
Locations:				
Muhlenberg 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	13 to 15	8	0.7
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 15	4	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22
>>Operator: School District
>>**PROGRAM DETAILS**
>>>Type: Position
>>>Implementation Date: March 17, 2020
>>>Reason for the proposed change: Update to Comprehensive Plan
>>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	0.7
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 13	2	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23
>>Operator: School District
>>**PROGRAM DETAILS**
>>>Type: Position

Implementation Date: March 17, 2020
Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	2	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	0.7
Locations:				
Muhlenberg 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	13 to 13	1	0.1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM DETAILS

Type: Position
Implementation Date: March 17, 2020
Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	1	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	11	0.7
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 12	1	0.1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	1	0.2
Locations:				
Muhlenberg 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	13 to 14	12	0.7
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	2	0.1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.4
Locations:				
Muhlenberg 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	13 to 14	9	0.6
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.2
Locations:				
Muhlenberg 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	13 to 15	10	0.8
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.4
Locations:				
Muhlenberg 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	14 to 16	17	0.5
Locations:				
Muhlenberg 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 14	1	0.1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District
PROGRAM DETAILS
> *Type:* Position
> *Implementation Date:* March 17, 2020
> *Reason for the proposed change:* Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.3
Locations:				
Muhlenberg 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	14 to 16	19	0.7
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #30
> *Operator:* School District
> **PROGRAM DETAILS**
> > *Type:* Position
> > *Implementation Date:* March 17, 2020
> > *Reason for the proposed change:* Update to Comprehensive Plan
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	15	0.6
Locations:				
Muhlenberg 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	14 to 15	2	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 15	1	0.2
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #31

Operator: School District

PROGRAM DETAILS

> *Type:* Position
>
> *Implementation Date:* March 17, 2020
>
> *Reason for the proposed change:* Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	19 to 19	1	0.2
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	4	0.8
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #32

> *Operator:* School District

PROGRAM DETAILS

> *Type:* Position
>
> *Implementation Date:* March 17, 2020
>
> *Reason for the proposed change:* Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 17	4	0.6
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 17	2	0.4
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33

> *Operator:* School District

PROGRAM DETAILS

> *Type:* Position
>
> *Implementation Date:* March 17, 2020
>
> *Reason for the proposed change:* Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	32	0.7
Locations:				
Muhlenberg 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	17 to 17	2	0.05
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34

      Operator: School District

      PROGRAM DETAILS

          Type: Position

          Implementation Date: March 17, 2020

          Reason for the proposed change: Update to Comprehensive Plan

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	6	0.3
Locations:				
Muhlenberg 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	15 to 18	8	0.4
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.3
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35

      Operator: School District

      PROGRAM DETAILS

          Type: Position

          Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	6	0.3
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	14	0.5
Locations:				
Muhlenberg 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	16 to 16	1	0.2
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36

      Operator: School District

      PROGRAM DETAILS

        Type: Position

        Implementation Date: March 17, 2020

        Reason for the proposed change: Update to Comprehensive Plan

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	7	0.4
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	0.5
Locations:				
Muhlenberg 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	15 to 18	2	0.1
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37

      Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.5
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.2
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	2	0.2
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	0.6
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	17	0.6
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.3
Locations:				
Muhlenberg High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #41

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020

Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	13	1
Locations:				
Muhlenberg Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #42

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 17, 2020
Reason for the proposed change: Update to Comprehensive Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 8	12	1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 11	8	1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #44
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
            Reason for the proposed change: Update to Comprehensive Plan
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 7	14	1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #45
        Operator: School District
        PROGRAM DETAILS
            Type: Position
            Implementation Date: March 17, 2020
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 17	4	1
Locations:				
Muhlenberg High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Program Position #46

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 17, 2020

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	7 to 10	4	0.5
Locations:				
Muhlenberg 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%)	Life Skills Support	7 to 10	3	0.5
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

      Operator: School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 17, 2020

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 10	6	1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #48

      Operator: Intermediate Unit

      PROGRAM DETAILS

            Type: Position

            Implementation Date: March 17, 2020

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	1
Locations:				
Muhlenberg Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

Operator: Intermediate Unit
PROGRAM DETAILS
    Type: Position
    Implementation Date: March 17, 2020
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 12	2	1
Locations:				
CE Cole Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Elementary Center and High School	1
Psychologist	Elementary Center and Middle School	1
Psychologist	Elementary Center and C. E. Cole Intermediate School	1
Instructional Assistant	Elementary	1
Instructional Assistant	District wide	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	1
Instructional Assistant	Elementary Center	0.5
Instructional Assistant	C. E. Cole Intermediate School	1
Instructional Assistant	C. E. Cole Intermediate School	1
Instructional Assistant	C. E. Cole Intermediate School	1
Instructional Assistant	C. E. Cole Intermediate School	1
Instructional Assistant	C. E. Cole Intermediate School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1

Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	1
Instructional Assistant	Middle School	0.5
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	1
Instructional Assistant	High School	0.5
Job Coach	High School	0.5
Instructional Assistant	High School	0.5
Job Coach	High School	0.5
Job Coach	High School	0.5
Instructional Assistant	High School	0.5
Transition Coordinator	Middle School and High School	1
Director of Special Education	Blue Center	1
Supervisor of Special Education	Blue Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	7 Hours
Occupational Therapist Assistant	Outside Contractor	23 Hours
Physical Therapist	Outside Contractor	4 Hours
Hearing Impaired Teacher	Intermediate Unit	4 Hours
Occupational Therapist	Outside Contractor	4 Hours
Occupational Therapist	Outside Contractor	4 Hours
Physical Therapist	Outside Contractor	5 Hours
Vision Support Instructor	Intermediate Unit	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Special education teachers who service children with autism will attend district-approved autism trainings through BCIU # 14 and PaTTAN which address strategies for the range of autism spectrum disorders. Focus areas include social skills training for higher functioning students, Safety Care training, visual strategies and supports, functional behavioral assessments, diagnostic criteria for autism spectrum disorders, skill deficit areas, common effective instructional approaches, behavior self-regulation and social stories. Additionally, selected Muhlenberg special education teachers and school psychologists will participate in verbal behavior overview and mapping trainings, with the intent of utilizing those strategies with students who will benefit. PaTTAN and BCIU consultants may provide more individualized classroom and team support for selected teachers implementing these strategies. All teachers in the District will be given training on working with students with Autism. This training will be provided by District staff and take place throughout the school year. Special Education Staff and Therapists will be given training on delivering instruction and therapy to students with Autism in a virtual environment. This training will take place throughout the 20-21 School Year and will be repeated for any new staff that may be hired in the future.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Educational Technology

Professional Development Details

Hours Per Session	6.5
# of Sessions	1
# of Participants Per Session	5

Provider	Consultants from BCIU and PaTTAN and District Staff
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	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.
Training Format	Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Overview of training provided to special education staff at selected monthly department meetings.

Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

Behavior Support

Description	Special Education teachers receive training about classroom management as part of the New Teacher Induction Program as well as through information provided at Building Level Faculty Meetings and Special Education Department Meetings.
	Special Education teachers who service children who have behavioral needs receive training through a variety of methods. Information is provided by articles, hand outs and presentations at Special Education Department meetings and through participation in Functional Behavioral Assessment teams. Parent are included in FBA particiaption and Positive Behavior Support strategies and materials are shared with parents to use in the home. Behavior specialists are on staff to assist teachers with behavioral needs that are impacting classroom performance.
	Additionally, select Muhlenberg Special Education teachers participate in trainings provided through the BCIU #14 and the PaTTAN to assist in understanding and meeting behavioral needs. PaTTAN and BCIU consultants may also provide more individualized classroom and team support for selected teachers who request additional training.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.5
# of Sessions	18
# of Participants Per Session	25
Provider	Building Principal, Special Education Supervisor, Department Chairs, BCIU #14, PaTTAN
Provider Type	Building, District, BCIU, PaTTAN
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.

Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	School Whole Group Presentation Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Classroom walk-thoughs, classroom observations, IEP reviews,

	progress monitoring reports
Evaluation Methods	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 IEP reviews

Paraprofessional

Description	Paraprofessionals participate in Highly Qualified training, known as the **Paraprofessional Academy**. This eight-day series prepares paras to meet federal and state standards and the Pennsylvania Paraeducator credential. Thereafter, paraprofessionals annually acquire 18 hours by participating in **Specialized Advanced Paraprofessional Strand- 3 Year Plan.** A Strand is selected (Inclusion, Behavior, Low Incidence, or Reading) and participants are required to attend the three yearly sessions in each Strand. The Inclusion Strand focuses on behavior, data collection and data collection tools, teaching functional academics in the general education classroom, using observation within the general education classroom to determine interventions. The Behavior Strand focuses on strategies to use with students who exhibit behavioral challenges. Paras learn validated strategies to positively and proactively support students. The Low Incidence Strand focuses on observation, teaching routines and functional academics for students with more significant needs. The Reading Strand targets how students develop skills in beginning reading and the implementation of best practices in instruction so that all children become readers. Paras gain knowledge in both what to teach and how to teach reading to children. Webinars, CPR and First Aid, and Safety Care Trainings provide paras additional hours.
Person Responsible	Director of Special Education
Start Date	7/1/2020

End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	6.0
# of Sessions	40
# of Participants Per Session	42
Provider	BCIU Staff and Consultants
Provider Type	IU
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops
Participant Roles	Paraprofessional
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Action Plans
Evaluation Methods	Portfolio Certificate of Completion is sent to Special Education Office by BCIU.

Reading

Description	The Special Education teachers have been working through the LETRS Training Modules offered by PATTAN. The Special Education Teachers are also continuing with on-going training and professional development surrounding the Wonders Literacy Program that is being implemented K-6 and the Pearson Literacy Program that is being implemented 7-9. All newly hired staff are provided with training in these program, respective of their assignment within the District All staff will be provided with training in the teaching of Reading/Literacy in a Virtual Environment.
Person Responsible	Director of Special Education
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	7.0
# of Sessions	6
# of Participants Per Session	38
Provider	Muhlenberg School District Reading Supervisor
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional

	decision-making.
For school or LEA administrators, and other educators seeking leadership roles	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. Provides leaders with the ability to access and use appropriate data to inform decision-making.
Training Format	LEA Whole Group Presentation School Whole Group Presentation
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Alignment of reading and writing curriculum map with Common Core.

Transition

Description	The Transition Coordinator is a member of the Berks County Transition Coordinating Council and will attend bi-monthly county wide meetings, in addition to bi-monthly county wide Transition Coordinator meetings, in order to learn and gather information regarding changes and new requirements that pertain to transition. This information will be disseminated to the staff through department meetings and professional development in-services. In addition, the Transition Coordinator will provide on-the-job training to the district's job coaches when new work sites and positions are created. The Transition Coordinator will also provide ongoing training and support to the job coaches throughout the year concerning student issues, progress monitoring and goal development. Further, the Transition Coordinator, as well as various special education teachers, will participate in upcoming Indicator 13 training. This training will include IEP reviews and individual teacher meetings to discuss reviewed IEPs. Group trainings with the special education staff will also occur and will be customized based on the results of the IEP reviews. When new information regarding transition is acquired by the Transition Coordinator, it will be disseminated to the staff via department meetings and professional development in-services. At all such meetings, staff will be required to sign in and out indicating attendance. In addition, handouts, outlines and powerpoint presentations will be provided to the staff with specific information and clear directives. In regards to the training and support that will be provided to the job coaches, they too will receive handouts with clear directives and visuals in order to carry out the changes. The Transition Coordinator will follow-up by observing the job coaches, as well as reviewing paperwork and data, in order to determine whether or not the job coaches require further training and support. Lastly, as part of the Indicator 13 training, post IEP reviews will be conducted to ensure that any suggestions or changes have been implemented.
Person Responsible	Transition Coordinator
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	7
# of Participants Per Session	20
Provider	BCIU, Muhlenberg School District
Provider Type	IU

PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.
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. Instructs the leader in managing resources for effective results.
Training Format	Department Focused Presentation Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists Parents
Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of IEPs and district Transition procedures
Evaluation Methods	Review of IEPs and district Transition procedures

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer