Profile and Plan Essentials

LEA Name		AUN
Philadelphia City SD		126515001
Address 1		
440 North Broad Street		
Address 2		
City	**State**	**Zip**
Philadelphia	PA	19130
Director of Special Education Name		
Dr. Nathalie Neree		
Director of Special Education Email		
nneree@philasd.org		
Director of Special Education Phone Number		**Director of Special Education Ext**
215-400-4170		
Chief Administrator Name		
Dr Tony B Watlington Sr		
Chief Administrator Email		
superintendent@philasd.org		

Special Education Students

Total Number of Students Receiving Special Education 37446

School District Total Student Enrollment 197115

Percent of Students Receiving Special Education 19

Steering Committee

Name	Position/Role	Building	Email
Dr Nathalie Neree	Other	Philadelphia City SD	nneree@philasd.org
Tora Evans	Other	Philadelphia City SD	tevans@philasd.org
Dr. Ericka Stewart	Other	Philadelphia City SD	elstewart@philasd.org
Dr. Laurena Zeller	Other	Philadelphia City SD	ltolson@philasd.org
Dr. Jodi Roseman	Director of Special Education	Philadelphia City SD	jroseman@philasd.org
Kim Harris	Other	Philadelphia City SD	kharris3@philasd.org
Donna Dodd	Other	Philadelphia City SD	dadodd@philasd.org
Nicole Sabatino	Other	Philadelphia City SD	nsabatino@philasd.org
Eboni Osborne	Other	Philadelphia City SD	eheyward@philasd.org
Heather Paul	Other	Philadelphia City SD	hpaul@philasd.org
Nancy Velez	Other	Philadelphia City SD	navelez@philasd.org
Mary Coe Collins	Other	Philadelphia City SD	mcoecollins@philasd.org
LaQuenta Montanez	Other	Philadelphia City SD	lpmontanez@philasd.org
Sonya Harris Saunders	Other	Philadelphia City SD	sharrissaunders@philasd.org
Joyce Dukes	Other	Philadelphia City SD	jdukes@philasd.org
Rachel Malloy-Goode	Other	Philadelphia City SD	remgood@philasd.org
Abena Osei	Director of Special Education	Philadelphia City SD	aosei@philasd.org
Adam Buck	Other	Philadelphia City SD	arbuck@philasd.org
Ramona Patillo	Other	Philadelphia City SD	rpatillo@philasd.org
Alan Arrallo	Other	Philadelphia City SD	aarallo@philasd.org
Marjorie Anderson	Parent	Philadelphia City SD	

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Improvement and Planning Activity
Development of a comprehensive Citywide Assessment Team Pilot that will launch in July 2024 and continue during the 2024-2025 school year. The purpose of these Citywide Assessment Teams is two-fold: (1) To facilitate completion of evaluations for students transitioning from early intervention to school-age programs; and (2) To develop a comprehensive IEP within 5 days of the completion of the evaluation report

for each student deemed IDEA eligible. Review trigger dates for calculation of 60-day timeline for evaluation completion; review/revise calculation process to include business rules and ensure referential integrity of the database Train staff on PTE Process & procedure for PTE closeout if parents do not respond; Train staff on closeout procedure if Parent refuses to consent to services or if Student is found Non-Eligible. Train staff on mandated timelines for completion of IEP process; emphasizing the requirement that IEPs are finalized within 30 days of finalization of ER Reorganization of EI Transition Process; Reinstate Transition meetings with Elwyn to begin filtering students per evaluation needs.
Review trigger dates for calculation of 60-day timeline for evaluation completion; review/revise calculation process to include business rules and ensure referential integrity of the database
Train staff on PTE Process & procedure for PTE closeout if parents do not respond; Train staff on closeout procedure if Parent refuses to consent to services or if Student is found Non-Eligible.
Train staff on mandated timelines for completion of IEP process; emphasizing the requirement that IEPs are finalized within 30 days of finalization of ER
Reorganization of EI Transition Process; Reinstate Transition meetings with Elwyn to begin filtering students per evaluation needs
BSE will receive access to district-wide data submissions of initial evaluations

Secondary Transition (Indicator 13)

Improvement and Planning Activity
Provide technical support to middle and high school IEP Case Managers to ensure that transition plans comply with Indicator 13 mandates.
Identified LEAs will complete the Schoology course in conjunction with the mandated pre and post-reviews to ensure compliance.

Graduation (Indicator 1)

Improvement and Planning Activity
Collaboration with the research and evaluation and postsecondary readiness departments to monitor student's progress toward graduation.

Drop Out (Indicator 2)

Improvement and Planning Activity
Collaboration with school-based teams to ensure students with IEPs are on track to graduate and reduce the dropout rate.

Assessment (Indicator 3)

Improvement and Planning Activity
Provide Professional Development opportunities for all pertinent personnel on the PASA 1% threshold requirement to ensure IEP teams use the PASA Eligibility Criteria: Decision Making Companion Tool for making all PASA eligibility determinations and documenting the determination in section IV of the students' IEPs.
Review the state assessment determination for students who are placed in out of districts placements and provide training to those service providers to ensure IEP teams are qualifying students for the PASA based upon all six eligibility criteria.

Continue to will review and analyze state assessment participation data trends and anomalies, including the 95% participation rate and 1% PASA participation rate.

Education Environments (Indicator 5)

Improvement and Planning Activity
LEA will review FAB toolkit at district-wide PD and conduct FAB toolkit direct training with at least one to school in the network.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Improvement and Planning Activity
Collaborate with school-based teams to identify the graduating leavers for specific cohorts.
Collaboration with special-based teams in completing the SAAFP effectively for graduating students.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

Corrective Action	Improvement and Planning Activities
FSA 11 and 11a/SPP Indicator 5: Location of Intervention-Continuum of Services Report of Results Standard-School Staffing LEA complies with the Continuum of Services requirements. (22 PA Code 14.142) SPP targets for 2023-24: 80% or more in Regular Class - 64.10% Less than 40% in Regular Class –4.6%	1. LEA will provide in-person and virtual training to Gen Ed teachers and Sp Ed teachers on Least Restrictive Environments through Network presentations. 2. LEA will review Framework for Access and Belonging (FAB) at district-wide PD and conduct FAB training with at least one to school in the network. 3. LEA will train SPECMs during monthly SPECM Meetings on effective LRE calculations. Evidence of Change: SDP will provide BSE Advisers with Agendas for PD and log-in sheets. The annual BSE Report will show a trend in LRE toward the SPP targets, specifically in the area of the 80% or more in Regular Class,
FSA 5-6/SPP Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma. and SPP Indicator 2: Percent of youth dropping out of high school compared to the percent of all youth in the state dropping out of high school.	1. LEA will collect credit data to identify 9th/10th graders with Special Education to determine who may be at risk of dropping out. 2. Establish monthly support meetings with principals (via Assistant Superintendent data meetings) and SPECMs to review data to discuss and plan for students that are at risk. 3. LEA will review the Special Education Guidance in the 23-24 High School Handbook with SPECMs. Evidence of Change: SDP will provide BSE Advisers with Agendas for and log-in sheets by July 5, 2024. The annual BSE Report will show a trend in Graduation and Drop out rate toward the SPP targets district-wide.
PASA 1% threshold requirements. The Every Student Succeeds Act (ESSA) requires states to ensure participation of students with disabilities in statewide assessments in two ways: Requires that no more than 1 percent of the total tested population of students in each grade and subject participate in an alternate assessment based on alternate academic achievement standards. Requires that 95 percent of students, including students with disabilities, participate in statewide assessments. The Individuals with Disabilities Education Act of 2004 (IDEA) requires states to ensure that all children with disabilities are included in general assessments with accommodations or alternate assessments based on alternate academic achievement standards. IDEA requires states to develop a	1. SDP will provide Professional Development opportunities for all pertinent personnel on the PASA 1% threshold requirement to ensure IEP teams use the PASA Eligibility Criteria: Decision Making Companion Tool for making all PASA eligibility determinations and documenting the determination in section IV of the students' IEPs. 2. SDP will review the state assessment determination for students who are placed in out of districts placements and provide training to those service providers to ensure IEP teams are qualifying students for the PASA based upon all six eligibility criteria. 3. SDP will review and analyze state assessment participation data trends and anomalies, including the 95% participation rate and 1% PASA participation rate. 4. SDP will complete the required steps of the

State Performance Plan (SPP) which describes how states are improving educational outcomes for students with disabilities and complying with the IDEA. Student participation and performance on statewide assessments (SPP Indicator 3) includes a 95 percent participation target for students with IEPs.	Tier 3 Intensive Needs Review process within the oversight and monitoring system, which includes submission of a data protocols and IEP's for BSE review. Evidence of Change: SDP will provide BSE Advisers with Agendas and log-in sheets by July 5, 2024. Federal regulations stipulate that a state may not assess more than 1% of total students assessed with a state alternate assessment. SDP will show a trend toward meeting the PASA 1% threshold as evidenced by 2023-24 enrollment and participation data.
FSA 14 Caseload and Age Range: The maximum number of students allowed on a teacher's caseload meets the caseload chart, or obtain approval from PDE for a caseload varies from the caseload requirements. 22 Pa Code Chapter 14.10; and the maximum age range in specialized settings shall be 3 years in elementary school (grades K-6) and 4 years in secondary school (grades 7-12). 22 Pa Code 14.146. The procedural Timeline for Re-Evaluation, IEP, and NOREP. PA 22 Pa Cide 14.124; 14.131; CFR 300.301; 300.323 Target 100%.	1. SDP will provide PD opportunities on the caseload and age range and procedural timeline requirements 2. SDP will provide a copy of the SIS report for each school within each Network to BSE Advisers on the last business day of each month. Evidence of Change: SDP will provide BSE Advisers with Agendas and log-in sheets for PD provided on the caseload and age-range requirements by August 15, 2024. BSE Advisers will conduct periodic school visits (virtual or face to face per discretion of the adviser) to review the SIS report, address questions and concerns, etc.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use

Non-Resident Students Oversight

1. **Is your district currently a host district for a 1306 facility?**

   Yes

24 P.S. §1306 facilities				
Facility Name	**Facility Type**	**Facility Type: Other**	**Services Provided By**	**Total Students in Facility**
Friends Hospital	Other	Friends Hospital is a behavioral health institution • Up to 20 students placed at the hospital are eligible to receive education within the hospital, they can be both from Philadelphia county and out of Philadelphia county.	Other	20
Fairmount	Other	Fairmont Hospital is a behavioral health institution • Up to 20 students placed at the hospital are eligible to receive education within the hospital, they can be both from Philadelphia county and out of Philadelphia county. .	Other	20
Belmont	Other	Belmont Hospital is a behavioral health institution • Up to 200 students placed at the hospital are eligible to receive education within the hospital, they can be both from Philadelphia county and out of Philadelphia county.	Other	200
CHOP	Other	CHOP Hospital is a children's hospital that specializes in pediatric and behavioral health. • Up to 40 students are eligible to receive education within the hospital, they can be both from Philadelphia county and out of Philadelphia county.	Other	40
PATH	Resident Treatment Facility		Other	12
Pediatric Specialty Care	Other	Transitional unit for medically fragile students from acute to homelike setting. Up to 40 students placed at this facility are eligible to receive education they can be both from Philadelphia county and out of Philadelphia county. Students receive instruction homebound, instruction in the home and physical attendance in neighborhood schools.	District	40

1. **Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)**
   All students residing within Philadelphia County, regardless of home county of residence, are educated in alignment with their IEP to the maximum extent possible in light of their medical/ behavioral needs.
2. **Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?**
   The district engages in discharge planning meetings and the district's transition center facilitates student transitions back to district. SDP has designated hospital and RTF liaisons to collaborate with facilities and student home schools.

Incarcerated Students Oversight

1. **Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?**

   Yes

§1306.2 Facilities			
Facility Name	**Facility Type**	**Services Provided By**	**Student Count**
Pennypack House	Our school operates inside the Philadelphia Department of Prisons and is run by School District of Philadelphia teachers and staff. Correctional Facility	District	90

1. **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).**

   Within Philadelphia there are two facilities where school aged students are incarcerated and each provides educational services. The Philadelphia Juvenile Justice Services Center and Pennypack House are staffed to meet the needs of students with disabilities. Each facility/school program is staffed with a principal, regular education teachers, special education teachers, and an assigned school psychologist. As a school, they are subject to the same oversight as all SDP schools. These schools are assigned to an academic division with the oversight of an Assistant Superintendent and a Special Education Director. Each school submits quarterly program profile information detailing the make-up of the Special Education programs and enrollment information in their buildings.

Least Restrictive Environment

1. **Review the district's data for Least Restrictive Environment. Highlight areas of improvement.**
   According to 21-22 data, it is evident that while 61.5% of our students are educated inside the general education classroom 80% or more of the time, 14.4% of our student population is educated inside the regular class, less than 40% or educated outside of the district. Moving forward the School District of Philadelphia (SDP) will increase the capacity of school teams to educate students within the least restrictive environment through the utilization of High-Leverage Practices and Evidence-Based Practices such as collaboration with professionals to increase student success, using multiple sources of information to develop a comprehensive understanding of a student's strengths and needs and providing positive and constructive feedback to guide students' learning and behavior. Our goal is to ensure that authentic and meaningful learning experiences and developmentally appropriate curricula are accessible to all students in a community where everyone belongs, is accepted, is supported by their peers and other members of the school community. Facilitating a paradigm shift, the SDP will promote special education as a service and not the place where students receive specialized instruction/specially designed instruction. Rather, identifying the least restrictive environment involves making program decisions about what services and supports a student needs to be successful and where and how those services and supports can be provided effectively. Specific examples include developing an Instructional Team for SY 24-25 to support curriculum initiatives. Additionally, Special Education Compliance Monitor meetings will be held in person with break out time to address specific initiatives and training opportunities such as Framework of Access and Belonging (FAB), Co-teaching, Least Restrictive Environment, Universal Design for Learning (UDL), Data-based Decision Making, Neurodiversity supports.   Increased training and collaboration between General Education and Special Education teachers. Research based Interventions materials and training provided to school teams. Collecting and interpreting data within time frames that allow for cycles of feedback and intervention. Providing multi-tiered interventions for all students. Transition programming to improving programs and providing appropriate curriculum to our transition aged students, including building and sustaining relationships with outside partners and agencies to increase students' work readiness skills and employment opportunities for our youth with disabilities.Focus on standards and skills within standards so students with Special Education can access core curriculum within the General Education classroom.   Further, In an effort to support transition needs Vocational Itinerants are assigned to school sites and post secondary opportunities are available through Project Search and Career Launch. The programs are school to work programs that have been designed in partnership with the Office of Diverse Learners, Hill Freedman World Academy, Drexel University, transition pathways, Office of Vocational Rehabilitation, Department of Behavioral Health and Intellectual Disabilities, Community Integrated Services and Community College of Philadelphia.

2. **What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**
   Through an integrated approach, schools will review data, identify root causes, and make data-based decisions to move students along

16

a continuum of evidence-based supports for: *Academics *Attendance *Health and Wellness *Social, Emotional, and Behavioral (SEB) Well-being MTSS Tiers 2 and 3 supports are intended to supplement high-quality MTSS Tier 1 core programming. The School District of Philadelphia (SDP) will leverage the MTSS approach to ensure all students, including high-ability learners, receive a level of support that is appropriate to meet their needs and that students are not over-identified for special education services. Tier 1 In a Multi-Tiered System of Support (MTSS), academic, attendance, social, emotional and behavioral well-being, and health and wellness supports are integrated at each Tier. The foundation of MTSS is Tier 1, which provides all students with high-quality grade-level instruction and a warm, welcoming school environment. Tier 2 When effective systems and practices are in place at Tier 1, only some students will require more than what is offered at Tier 1 to experience success. For those students, Tier 2 (Targeted) strategies or interventions should be delivered inside or outside the classroom to individuals or small groups of students. Skills taught must be reinforced within the classroom. Tier 3 When effective systems and practices are in place at Tiers 1 and 2, fewer students will need the intensive, individualized interventions that are provided as part of Tier 3. Tier 3 interventions are going to be customized for each student with input from multiple stakeholders and may be delivered inside or outside of the classroom and possibly outside of the school.

3. **Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.**

    Through an integrated approach, schools will review data, identify root causes, and make data-based decisions to move students along a continuum of evidence-based supports for: *Academics *Attendance *Health and Wellness *Social, Emotional, and Behavioral (SEB) Well-being MTSS Tiers 2 and 3 supports are intended to supplement high-quality MTSS Tier 1 core programming. The School District of Philadelphia (SDP) will leverage the MTSS approach to ensure all students, including high-ability learners, receive a level of support that is appropriate to meet their needs and that students are not over-identified for special education services. Tier 1 In a Multi-Tiered System of Support (MTSS), academic, attendance, social, emotional and behavioral well-being, and health and wellness supports are integrated at each Tier. The foundation of MTSS is Tier 1, which provides all students with high-quality grade-level instruction and a warm, welcoming school environment. Tier 2 When effective systems and practices are in place at Tier 1, only some students will require more than what is offered at Tier 1 to experience success. For those students, Tier 2 (Targeted) strategies or interventions should be delivered inside or outside the classroom to individuals or small groups of students. Skills taught must be reinforced within the classroom. Tier 3 When effective systems and practices are in place at Tiers 1 and 2, fewer students will need the intensive, individualized interventions that are provided as part of Tier 3. Tier 3 interventions are going to be customized for each student with input from multiple stakeholders and may be delivered inside or outside of the classroom and possibly outside of the school.

4. **Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities.**

    The School District of Philadelphia is dedicated to ensuring that all students, including those with disabilities, can participate

meaningfully in extracurricular activities. To achieve this goal, the SDP employs a comprehensive approach that includes the following supplementary aids and services: Individualized Assessment and Planning: The SDP takes an individualized approach to support students with disabilities in extracurricular activities. Each student's unique needs, abilities, and preferences are carefully considered during the development of their Individualized Education Program. The IEP team, which includes parents, educators, related service providers, and often the student, collaborates to identify the supplementary aids and services necessary for meaningful participation alongside peers. Accommodations and Modifications: A range of accommodations and modifications are provided to students with disabilities to facilitate participation in extracurricular activities including: *Modifying schedule to offer additional time, breaks, or alternative formats for assignments to accommodate individual learning needs *Providing assistive technology devices or software to support communication, access to materials, and/or participation in activities *Assigning peer mentors to promote inclusion and foster a sense of belonging *Utilizing Special Education Assistants to provide more individualized support, guidance, and supervision to ensure safety and promote active participation *Modifying equipment or facilities to ensure accessibility for students with physical disabilities, such as installing ramps, adaptive sports equipment, designated parking spaces, and/or flexible seating options *Supplying visual supports, sensory supports, social stories, timers, and other accommodations and modifications to help students navigate social interactions and expectations during group activities or events Training and Support for Staff: Staff members receive training and professional development opportunities to support the implementation of supplementary aids and services in extracurricular activities. Training covers topics such as disability awareness, inclusive practices, behavior management strategies, and the use of assistive technology. Staff members are equipped with the knowledge and skills necessary to effectively support students with diverse needs in various extracurricular settings. Communication and Collaboration: The School District of Philadelphia is committed to engaging all stakeholders in the education of our students. Only when we build strong relationships with our staff, students, families, and community members can we best meet the needs of every child. The goal is to empower parent leaders and families to support students in achieving academic proficiency and college and career readiness. Our focus lies in enhancing family engagement strategies, providing essential resources, and promoting collaboration between families, schools, and the community.   The district fosters ongoing communication and collaboration among stakeholders to ensure the effective implementation of supplementary aids and services in extracurricular activities. Parents are encouraged to be meaningful participants by providing input on their child's participation and progress, and their insights are valued in the decision-making process.   Monitoring and Evaluation: The LEA continuously monitors and evaluates the effectiveness of supplementary aids and services in promoting meaningful participation of students with disabilities in extracurricular activities. Data on student outcomes, participation rates, and satisfaction levels are collected and analyzed to identify areas of strength and areas for improvement. Adjustments to supports and accommodations are made as needed to ensure that all students have equitable access to extracurricular opportunities alongside their peers.

5. **Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?**

The School District of Philadelphia is dedicated to ensuring that special education students placed in Approved Private and Private schools have access to a comprehensive array of educational and social opportunities. This commitment is demonstrated through initiatives such as providing access to extracurricular activities within the district like sports and integrating them into graduation ceremonies and prom experiences alongside their peers. Additionally, students enrolled in Approved Private and Private schools are offered Community Based Instruction (CBI) when appropriate, along with vocational training through off site job opportunities. Furthermore, some students benefit from dual enrollment in both their approved private or private schools and local colleges, enhancing their academic and career pathways.

6. **Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)**

The SDP is in a unique position with new leadership in the Office of the Superintendent as well as in the Office of Diverse Learners. This is an opportunity for the district to develop ways to support students' needs to the greatest extent possible, in the least restrictive environment. One change in this direction is the increase of 50 AS teacher allocations for the 24-25 school year. 38 allocations are for new classrooms; 12 allocations are to maintain the students in their neighborhood schools. The change provides for greater participation in the general educational environment via co-teaching and inclusion models and a reduction in students being educated in schools outside of the district as our AS students comprise the majority of these placements.   A recent data analysis revealed a pattern of miscalculation resulting in students appearing to be receiving full time, autistic support services who are actually being educated at the supplemental level. As a result, further data analysis is being conducted to determine if this is occurring in other support types. To ameliorate this anomaly, the district is approaching it from the school, district and system levels. This includes providing professional development and on-going support to ensure that all special education teachers are knowledgeable on how to properly calculate special education service minutes; increased, continuous monitoring; and working with the Easy IEP software developer to integrate failsafe measures within the system to confirm the level of support in the finalized document. Next, the District is building Speech Language Pathologist (SLPs) capacity within the AAC initiative Group. The pilot program initiated in the 2022-23 school year, is geared toward training staff SLPs in how to evaluate and select AAC systems. AAC SLP Consultants held 10 training sessions. In school year, 2023-24, a second year of training is occurring (5 sessions), with shadowing experiences for the SLP participants with the AAC Consultants. In year 3 (2024-25), SLPs who participated in 2 years of training will be asked to participate in at least 2 AAC consultation and/or evaluation sessions. The following data illustrates the percentage of students who are receiving their education in an out of district school setting. 22-23, 6.6%; 21-22, 7.1%; 20-21, 7.1%; 19-20, 5.0%; 18-19, 3.2% It is clear to see that these numbers

have increased significantly since pre-pandemic referrals. The need for traditional programming combined with mental health and behavioral health rehabilitative services is greater than ever. The Offices of Prevention and Intervention and Student Services work in collaboration with the Office of Diverse Learners in connection with IBHS providers to address this area. As we monitor our student needs, we will develop appropriate programming in the district to decrease the number of students being educated outside of the SDP. We are committed to providing our students with disabilities the necessary programming and support to meet their individual needs in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
A Step Up Academy	Licensed Private Academic		A Step Up Academy	Autistic Support	12
BCIU	Other	IU	BCIU	Emotional Support	16
Community Council	Other	ASES	Community Council Education Services	Emotional Support	50
CCIU	Other	IU	CCIU	Emotional Support	10
Quaker School at Horsham	Licensed Private Academic		Quaker School at Horsham	Learning Support	3
Millcreek Academy	Licensed Private Academic		PHMC	Emotional Support	6
Devereux	Approved Private School (APS)		The Devereux Foundation	Autistic Support	16
Springtime School	Licensed Private Academic		Potential Springtime School	Autistic Support	9
Valley Day School	Approved Private		Valley Day School	Autistic Support	8

			School (APS)		
Wyncote Academy	Licensed Private Academic		Wyncote Academy	Emotional Support	2
Woods	Approved Private School (APS)		Woods	Autistic Support	55
Davidson School	Approved Private School (APS)		Elwyn	Life Skills Support	57
Hill Top Prep	Licensed Private Academic		Hill Top Prep	Learning Support	1
DCIU	Other	IU	DCIU	Emotional Support	16
Camp Hill	Approved Private School (APS)		Camp Hill	Autistic Support	1
Capstone	Licensed Private Academic		Capstone, LLC	Autistic Support	1
George Crothers	Approved Private School (APS)		George Crothers Memorial School CADES	Autistic Support	9
Home of the Merciful Savior(HMS)	Approved Private School (APS)		HMS School For Children With Cerebral Palsy	Multiple Disabilities Support	14
Highroadsa@Ferguson	Other	IU	SESI Schools	Emotional Support	33
Lifeworks	Licensed Private Academic		UHS of Doylestown	Emotional Support	4
Overbrook School for the Blind	Approved Private School (APS)		Overbrook School for the Blind	Blind and Visually Impaired Support	51
Pathway	Approved Private School (APS)		Pathway	Autistic Support	55
Royer Greaves	Approved Private School (APS)		Royer Greaves School for the Blind	Blind and Visually Impaired Support	9
YALE	Licensed Private Academic		Y.A.L.E School Inc.	Autistic Support	137
Bancroft	Licensed Private Academic		Bancroft Neurohealth	Autistic Support	42
Delta	Approved Private School (APS)		Delta Buttonwood Farms	Emotional Support	10
Highroads@Germantown	Other	ASES	SESI Schools	Emotional Support	47

Merakey	Licensed Private Academic		Merakey Warrington	Autistic Support	42
Comprehensive Learning Center	Licensed Private Academic		Comprehensive Learning Center	Emotional Support	3
Orchard Friends	Licensed Private Academic		Orchard Friends School	Learning Support	1
Nexus School	Licensed Private Academic		The Nexus School	Autistic Support	1
Green Tree	Approved Private School (APS)		The Green Tree School	Autistic Support	44
Martin Luther Silver Springs	Approved Private School (APS)		Gemma Services	Emotional Support	44
Melmark	Approved Private School (APS)		Melmark, Inc.	Autistic Support	16
Pennsylvania School for the Deaf	Approved Private School (APS)		Pennsylvania School for the Deaf	Deaf and Hard of Hearing Support	62
Vanguard	Approved Private School (APS)		Valley Forge Educational Services	Autistic Support	4

Positive Behavior Support

Date of Approval

2017-01-19

Uploaded Files

113.2-Behavior-Support_be0afc6e.pdf

1. **How does the district support the emotional, social needs of students with disabilities?**
   The School District of Philadelphia (SDP) recognizes its legal responsibility to provide support and resources in accordance with PA Code 14.133, which details positive behavior support for students with disabilities. Providing positive behavior supports for students with disabilities also ensures are responsibilities of up holding the 6 Pillars of IDEA, which consist of Free Appropriate Public Education (FAPE), Individualized Education Program (IEP), Least Restrictive Environment (LRE), Appropriate Evaluation, Parent and Teacher Participation, Procedural Safeguards. The School District of Philadelphia implements a Multi-Tiered System of Support to address behavioral challenges that may impede learning or access to core curriculum.

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.**
   The Office of Special Education and Diverse Learners has implemented a process for supporting the behavioral challenges of students with disabilities. In the Office of Special Education and Diverse Learners are professionals who specialize in assessment, practices and theories of Applied Behavior Analysis. There are Board Certified Behavior Analysts and bachelors level professionals that support the work of the office. The team engages in ongoing collaboration with network and school teams, coaching for teachers, dissemination of ABA Practices, and training and consultation to school teams for individual student and classwide requests. Additionally, team leadership provides expert support to the Office of General Counsel regarding the clinical defensibility of Functional Behavior Assessments and Positive Behavior Support Plans.   Available training and professional development opportunities include: Best practices for developing and monitoring Functional Behavior Assessments and Positive Behavior Support Plans. Behavior Protocols Classroom Engagement (why it is important) Supporting On Task Behavior Reinforcement and Relationship Building Data Collection Supporting Effective Transitions Paraprofessional Training De escalation Strategies for the Classroom QBS, Inc., Safety Care - Behavioral Safety Training. The SDP provides training for teachers, climate staff, and paraprofessionals in the use of safe, straightforward, effective approaches designed to prevent or reverse escalation of a student's behavior and to avoid the use of

restraints.   Safety-Care provides the tools staff need be safe when working with behaviorally challenging individuals. Safety Care helps professionals to understand how and why crisis events happen, and ways in which staff might inadvertently contribute to them. Safety Care teaches professionals to prevent crises using a variety of supportive interaction strategies and to apply simple, evidence-based de-escalation strategies that are effective for any population. Safety Care also helps professionals to respond appropriately and safely to dangerous behavior, prevent the need for restraint, and to intervene after a crisis to reduce the chance that it will happen again.

3. **Describe the district positive school wide support programs.**

Tier 1 Behavior Supports Relationships First Restorative-Justice Practices Relationships First (RF) is: A human-centered philosophy that is aligned to the MTSS framework. A prevention & intervention strategy. Aimed at building strong, safe, loving relationships. Aimed at disrupting and dismantling the school-to-prison pipeline. A way to increase positive academic outcomes through community-building, healing, & restoration At the Tier 1 level, RF focuses on cultivating a safe, welcoming and equitable environment for all stakeholders (students, staff, teachers and community members.) The two major core practices at Tier 1 are Community building circles (CBCs) and Restorative Conversations (RCs).   The Community-Building Circle (CBC) is a tool that can help build strong, safe, positive classroom and school cultures, where everyone feels welcome and is ready to learn. Sitting in Circle and utilizing a talking piece allows for equity of voice and engagement for all participants. Circles are differentiated by grade level and social emotional learning competency in order to meet the needs of all students. Circles are preventative as they provide teachers and staff a space to check in with students emotionally and respond to their needs proactively. Restorative Conversations are individualized conversations that are meant to meet the needs of a student in addition to aligning with school expectations. As a behavior support they: Provide warmth, structure, and support for autonomy A trauma-informed practice anyone can use Effectively and efficiently de-escalate and redirect Can be used in any setting and with students and adults Support well-being by decreasing conflict in schools Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) CR-PBIS is a framework that has the following elements: Teaching, reinforcing and acknowledging school-wide positive behavior norms created by all stakeholders, to all students, in all settings. Following data to intervene early, often, and with purpose with positive supports (Classroom Cr-PBIS, Restorative Practices, Positive Behavior Management Flow charts) Utilizing Community Meetings to build/ maintain positive and inclusive community A multi-tiered system of supports (MTSS) that provides: Implementation of effective evidence-based positive practices and interventions Ongoing monitoring of student progress from multiple disaggregated data points (discipline, academic, attendance, student well-being, acknowledgements) Using collected data to make impactful decisions aligned with individual student needs to refer students for higher tiered supports (small group or individualized) Disaggregating data to identify overrepresentation of SpEd population to align interventions and supports with behaviors that are a direct manifestation of diagnosis to avoid punitive responses when these behaviors are displayed Using assessment measures to: Compare circumstances and trends Identify specific challenges and barriers Monitor implementation progress   Social Emotional Learning Districtwide SEL Toolbox (SEL strategies and resources available to all schools): Community

Meeting - Community Meeting is a Tier 1 strategy that provides dedicated time and space for intentional relationship-building between students and teachers and social and emotional skill development. Community Meeting is the School District of Philadelphia's adaptation of what is commonly known as "morning meeting" and can take place at any time throughout the day with students and staff. Research demonstrates that students who feel connected to their teachers and classmates have better attendance, perform better academically, and are more likely to graduate than students who lack those connections. In addition, students with stronger social-emotional skills in areas like relationship-building and social awareness do better in key areas, including behavior, attendance, and academic achievement. Community Meeting is a way to support students' connection to their schools and their social-emotional development. Community Meetings typically have four components: 1) greeting, 2) share, 3) activity, and 4) closing. In grades K-8, Community Meetings are suggested to engage students for approximately 20-30 minutes daily. In grades 9-12, schools have flexibility to allot 90 minutes per week to holding Community Meetings for students. Student Well-Being survey (SWBS) - The Student Well-being Survey (SWBS) is a 5-minute survey each student (in grades 3-12) is asked to complete 3x/year. The Student Well-being Survey (SWBS) gathers formative tier 1 information on students' use of SEL skills and competencies, and how they feel about their experiences and relationships at school. The survey provides school-wide and grade-wide data related to students' perceptions of their relationships with their peers, relationships with adults and their comfort with and use of social and emotional skills. SWBS responses are private and not meant to evaluate the behavioral/health needs of individual students. The Student Well-being Survey is available in Albanian, Arabic, Chinese, Khmer, Portuguese, Russian, Spanish, Vietnamese and English.   Calm Down Corners/Chill Out Space - A Calm Down Corner is a Tier I strategy where teachers create dedicated space in the classroom where students can physically move to and use proactively taught strategies to calm down or de-escalate their own emotions and feelings. It is recommended that corners contain a variety of activities and items for students to briefly engage with before rejoining the learning environment. The activities available will give students a toolkit of developmentally appropriate coping strategies so they learn how to better advocate for themselves, understand their emotions, and use appropriate tools to reset and refocus.   SEL Skill Days - SEL Skill days are Student-Centered days dedicated to emphasizing the importance of social and emotional learning (SEL), engaging in skill-building activities related to particular competencies and skills of social and emotional learning, and deepening community and relationships in our schools. Schools interested in receiving support for planning and implementing an SEL Skill day in their building are asked to be consistently implementing community building schoolwide (Community Meetings or Community Building Circles), implementing their Tier I climate programming with fidelity, and commit to student and staff ownership of SEL Skill Day execution.   Schoolwide SEL as Tier I Climate Approach in School Improvement Plans Schools that have identified Schoolwide SEL have committed to 3-5 years of implementation to ensure that social and emotional learning is strategically integrated throughout the school environment. Our schools use the CASEL Guide to Schoolwide SEL as the framework for implementation with fidelity. In year 1 of implementation, schools identified an SEL Lead that received bi-monthly training and coaching to lead the work of setting up necessary foundations for sustainable and inclusive

implementation. These foundations include: schoolwide adoption of Community Meetings, foundational SEL learning for staff, administration of the Student Well-Being survey three times a year, creating a shared SEL vision, establishing structures for two-way communication, creating a plan for family engagement, short-term SMARTIE goal-setting, SEL needs and resources assessment, and aligned SEL budget. In Year 2, schools will be asked to assemble a Tier I MTSS/SEL team to collect relevant data and plan SEL initiatives and interventions based on baseline data, such as classroom screeners and walkthrough tools (10 indicators of Schoolwide SEL). Year 2 emphasizes the use of data cycles to identify areas of growth and tailor strategies accordingly with systems for continuous improvements. Areas of focus can range from student skill-building to staff culture to family and caregiver engagement strategies. Tier 2 Behavior Supports Relationships First, Harm and Healing Circles (HHCs) The purpose of harm and healing circles are to peacefully resolve and address harm and conflict as well as provide the youth with a highly-structured, evidence-based process that they can use to resolve their own conflicts. When facilitated with integrity, HHCs reduce repeat conflicts, build social emotional learning skills and reduce the rate of suspensions for students. As an implementation practice, a HHC: Typically used by the discipline team in response to conflict and/or as an alternative to suspension Emphasizes deep preparation of each individual participant in the conflict. Facilitators focus on deep listening and identifying the root of the conflict Generates equitable agreements Avoids guilt or shame Is highly teachable to a variety of stakeholders, including climate staff, leadership and student leaders STEP Program (Support Team for Educational Partnerships) STEP is a mental health support team led by two licensed clinicians and support team members inclusive of a case manager and family peer with an extensive history working within social service systems. The team is trained to support increasing student success and family resource connections related to mental health needs impacting educational engagement. Although STEP is not currently a district-wide program, the teams are currently placed within 53 district schools for the 2023-2024 school year.   STEP is a supportive services program that offers classroom observations for behavior assessment, individual and family based consented therapeutic services, crisis support and family resource connections. The program is accessible year round and can be offered within school and community settings. Once consents and intake are completed, students can receive services until they meet the goals for a successful discharge or it is determined that a higher level care transition is required. Services are assessed through the MTSS process and a family may request the services for themselves or be referred by a school leader such as a Counselor or Principal. All students and/or guardians must complete consents and releases prior to the start of services. Services may include the following: Individual, Group (EBPs & Social Skills) and Family Therapy STEP Specific Behavior Planning & Progress Monitoring Case Management Family Peer Support Trauma Informed Consultation for School-Wide Initiatives Classroom Observations and Trauma Informed Teacher Coaching Professional Development for School Staff School-Wide Planning and Program Facilitation to Increase Mental and Emotional Health Awareness Targeted Home Visits Crisis Assessment and Referral Coordination Interagency Meeting Participation SAP (Student Assistance Program) The Student Assistance Program is a state-mandated program used to identify students who need additional support to meet their educational, social, emotional, or behavioral health needs. This is an insurance-neutral

program where a student is referred by the counselor to a State Mandated; available in all schools Referrals are for mental/behavioral health and/or substance abuse concerns Insurance Neutral (All Insurances or Individuals without insurance can be referred for this level of support) A SAP assessment is conducted by a master's level clinician through an assigned school provider. SAP Referrals require consent from a parent or legal guardian. Upon completion of the assessment, recommendations are provided to the student and family. Provider will assist with connection to referrals at parents/guardian request A SAP assessment is offered as a "gateway" intervention to the Tier 3 process. A student may begin with a SAP assessment and then it be found that a STEP, IBHS, or other intervention referral is needed.   Small Group Intervention Evidence-based Small Group Interventions are interventions that focus on providing targeted interventions to groups of students who are experiencing similar symptoms.   Calm Cat CBITS Bounce Back Coping power Resilience Education Program (REP) CICO Small Group Counseling Group counseling services are based on individual student, school and community needs, which are assessed through student data, a referral process or other relevant data. School counselors provide counseling sessions in small-group settings that: help students overcome issues impeding achievement or success help students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate action are planned, goal-focused, evidenced-based and short-termed in nature   Tier 3 Behavior Supports Relationships First: COSA (Circle of Support and Accountability) This restorative structure is used to address Behavior concerns, academic concerns. and attendance concerns for students who have demonstrated additional need and care beyond the Tier 2 level. These circles put a high emphasis on inviting multiple stakeholders to conversation, including (but not limited to)   Parents, family, caregiver School staff Key teachers A member of admin team Member of climate staff Outside providers or community members A supportive peer As with Harm and Healing circles, there is a high emphasis on preparation. Each participant needs to meet with the facilitator prior to COSA in order to: Discuss the guidelines Review the discussion round prompts Craft concrete, appropriate, manageable commitments of support. show the individual student as much love and support as possible, free from judgement, guilt, and shame. The COSA is then facilitated, resulting in concrete and manageable agreements. A follow up meeting is scheduled to follow up on progress and determine if any additional support is needed for the student.

4. **Describe the district school-based behavior health services.**

   IBHS (Intensive Behavioral Health Services) Intensive Behavioral Health Services (IBHS) is an integral part of how some of our students are supported in school. Intensive Behavioral Health Services (IBHS) is a service that is funded through Community Behavioral Health (CBH) that provides a full range of behavioral health assistance to children and families in the school and/or home and community settings. The service is provided by IBHS provider agencies that have been assigned to every school in the Philadelphia School District (SDP) based on a regionalized model. IBHS is a Tier III level of support. Appropriate referrals for Intensive behavioral health Services include youth who have had documented Tier II interventions in place and have a demonstrated need for a more intense level of support. Students who have urgent, high risk needs can also be referred without first exhausting Tier I or Tier 2 supports. IBHS is

designed to address the needs of children by providing trauma-informed and evidence-based therapeutic interventions that support the needs of our students and families. The goal of IBHS is to increase community tenure (maintaining students in their own homes, school, and community), improve clinical symptoms, and increase competency and self-efficacy for caregivers and school teams through skill transference. The makeup of an IBHS team may vary based on the individual student authorization. The composition of school teams may vary based on the services authorized for each service. IBHS may include the following team members: Behavioral Consultant (BC) Conducts the IBHS assessment Develops treatment plan goals Supports progress monitoring Consults regarding behavior management protocols Provides evidence-based teacher consultations Supports crisis stabilization   Mobile Therapist (MT) Conducts the IBHS assessment Develops treatment plan goals Supports progress monitoring Provides family therapy Supports crisis stabilization Assists with addressing problems the youth has encountered May provide consultation to school(s) as needed   Behavioral Health Technician (BHT) Implements the treatment plan, including: Demonstration and reinforcement of skills in support of skill transfer to adults Supports MTs in group therapy as needed Students are authorized for service due to medical necessity, and not every student will receive an authorization for all three components of IBHS (MT, BC, and BHT). Students who receive IBHS services must have medical assistance through CBH eligibility.

5. **Describe the district restraint procedure.**
   The Board of Education 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. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The following are excerpts embedded in Policy 113.2 attached above for further review. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The School District of Philadelphia has 53 students assigned to receive Instruction Conducted in the Home. Given the district's shortage of special education teachers and related service providers(i.e. Speech therapists) available to supply instruction in the home only 40 students are current receiving service. Compensatory education agreements will be extended to those students.

Special Education Personnel Development

Autism

Description of Training			
Community Based Instruction			
Lead Person/Position		**Year of Training**	
Autistic Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Assessment			
Lead Person/Position		**Year of Training**	
Autistic Support Coordinators		2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District Other	Special Education Teachers

Description of Training	
Autistic Support 101	
Lead Person/Position	**Year of Training**
Autistic Support Coordinators	2024

	2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Other	Special Education Teachers

Description of Training			
Behavior Basics			

Lead Person/Position	Year of Training		
Autistic Support Coordinators	2024 2025 2026 2027		

Hours Per Training	Number of Sessions	Provider	Audience
2	4	District Other	Paraprofessionals Special Education Teachers

Description of Training	
LRE & Inclusion K-5	

Lead Person/Position	Year of Training
Autistic Support Coordinators	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
3	4	District Other	Building Administrators

Description of Training			
Autistic Support Coordinators			
Lead Person/Position		**Year of Training**	
Autistic Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	4	District Other	Building Administrators

Description of Training			
AFIRM Paraprofessional Training and Evidence Based Practice Modules			
Lead Person/Position		**Year of Training**	
Autistic/Behavior Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	35	District Other	Paraprofessionals Special Education Teachers

Description of Training	
Improving Digital Intelligence for Supporting Specialized Programing in Autism (multi-part series for K-5)	
Lead Person/Position	**Year of Training**
Autistic/Behavior Support Coordinators	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Other	Paraprofessionals Special Education Teachers

Description of Training	
Establishing Component Skills Through Evidence-Based Practices-3 part series	
Lead Person/Position	**Year of Training**
Autistic/Behavior Support Coordinators	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
3	3	District Other	Paraprofessionals Special Education Teachers

Description of Training

Reciprocal Imitation and Natural Environment Training (K-5)			
Lead Person/Position		**Year of Training**	
Autistic/Behavior Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Social Skills Training for Students with Early Communication Repertoires			
Lead Person/Position		**Year of Training**	
Autistic/Behavior Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Other	Paraprofessionals Special Education Teachers

Description of Training	
Establishing Basic Skill Sets for Early Learners with Autism	
Lead Person/Position	**Year of Training**
Autistic/Behavior Support Coordinators	2024 2025

Hours Per Training	Number of Sessions	Provider	Audience
3	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Intermediate and Advanced Verbal Programs for Students with Autism			
Lead Person/Position		**Year of Training**	
Autistic/Behavior Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
3	1	District Other	Paraprofessionals Special Education Teachers

Description of Training			
Vocal Training for Learners with Early Communication Repertoires			
Lead Person/Position		**Year of Training**	
Autistic Support Coordinators		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

3	1	District Other	Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training			
De escalation Strategies			
Lead Person/Position		**Year of Training**	
Eboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Supporting On Task Behavior			
Lead Person/Position		**Year of Training**	
Eboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**

		District	Special Education Teachers
2	4		

Description of Training			
Supporting Effective Transitions			
Lead Person/Position		**Year of Training**	
Eboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	District	Special Education Teachers

Description of Training			
Behavior Protocols			
Lead Person/Position		**Year of Training**	
Behavior ProtocolsEboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Special Education Teachers

Description of Training

Classroom Engagement	
Lead Person/Position	**Year of Training**
Eboni Heyward, Director of Behavior Support	2024 2025 2026 2027

Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Special Education Teachers

Description of Training			
Reinforcement and Relationship Building			
Lead Person/Position		**Year of Training**	
Eboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Special Education Teachers

Description of Training	
Data Collection	
Lead Person/Position	**Year of Training**
Eboni Heyward, Director of Behavior Support	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Special Education Teachers

Description of Training			
Best practices for developing and monitoring Functional Behavior Assessments and Positive Behavior Support Plans			
Lead Person/Position		**Year of Training**	
Eboni Heyward, Director of Behavior Support		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Special Education Teachers

Paraprofessional

Description of Training			
Paraprofessional Roles and Responsibilities/Behavior Basics			
Lead Person/Position		**Year of Training**	
Paraprofessional advisory group		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
1	1	District	Paraprofessionals

Description of Training	
Deescalation	

Lead Person/Position	Year of Training
Paraprofessional advisory group	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
5	1	District	Paraprofessionals

Description of Training	
IEP/Data Collection	

Lead Person/Position	Year of Training
Paraprofessional advisory group	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
2	1	District	Paraprofessionals

Description of Training	
Disability Awareness	

Lead Person/Position	Year of Training

Paraprofessional advisory group	2024 2025 2026 2027		
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
4	1	District Other	Paraprofessionals

Description of Training			
Staff Collaboration			
Lead Person/Position		**Year of Training**	
Paraprofessional advisory group		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	1	District	Paraprofessionals

Transition

Description of Training	
Indicator 13	
Lead Person/Position	**Year of Training**
LaQuenta Montanez, Secondary Transition Coordinator	2024 2025 2026

Hours Per Training	Number of Sessions	Provider	Audience
2	2	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Description of Training			
Indicator 14			
Lead Person/Position		**Year of Training**	
LaQuenta Montanez, Secondary Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	3	District	General Education Teachers Paraprofessionals Special Education Teachers Other

Science of Literacy

Description of Training	
Structured Literacy and the Science of Reading	
Lead Person/Position	**Year of Training**
Joyce Dukes/Mary Coe Collins Intervention Support Coordinators	2024

Hours Per Training	Number of Sessions	Provider	Audience
			2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1.5 hours (total of 10 on-demand, asynchronous hours across 6 sessions)	6	PaTTAN	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training			
Universal Design for Learning as an Enhancement to the Science of Reading			

Lead Person/Position	Year of Training		
Joyce Dukes/Mary Coe Collins Intervention Support Coordinators	2024 2025 2026 2027		

Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Description of Training
Application of the Science of Reading to Other Content Areas Through Academic Vocabulary

Lead Person/Position	Year of Training
Joyce Dukes/Mary Coe Collins Intervention Support Coordinators	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
1.5	2	District Intermediate Unit	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Collaborating for Your Child's Academic Success. Who Is On Your Special Ed Team			

Lead Person/Position		Year of Training	
ODL STAFF		2024	

Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Parents

Description of Training
IEP Tips

Lead Person/Position	Year of Training
ODL STAFF	2024

Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Parents

Description of Training			
All About Project Search			
Lead Person/Position		Year of Training	
ODL STAFF		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Parents

Description of Training			
Supporting Healthy Social and Emotional Skills / Children's Mental Health			
Lead Person/Position		Year of Training	
ODL STAFF		2024	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	Intermediate Unit	Parents

Description of Training			
Report Card Conferencing for Your Child Receiving Special Education Services			
Lead Person/Position		Year of Training	
ODL STAFF		2024	
Hours Per Training	Number of Sessions	Provider	Audience

2	2		Intermediate Unit	Parents

Description of Training			
Understanding Accommodations and Supports to Access the General Education Curriculum			
Lead Person/Position		**Year of Training**	
ODL STAFF		2024	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	2	Intermediate Unit	Parents

Description of Training			
Building Relationships with SPED Teams			
Lead Person/Position		**Year of Training**	
Parent Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Parents

Description of Training	
Learning more about Math and Reading	
Lead Person/Position	**Year of Training**
Intervention Coordinators	2024

Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Parents

(Year of Training column above: 2025, 2026, 2027)

Description of Training			
Understanding ESY			
Lead Person/Position		**Year of Training**	
Parent Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Parents

Description of Training			
Early Intervention			
Lead Person/Position		**Year of Training**	
Early Intervention Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Parents

Description of Training			
Secondary Transition			
Lead Person/Position		**Year of Training**	
Secondary Transition Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Parents

Description of Training			
How to navigate your child's Transportation services			
Lead Person/Position		**Year of Training**	
Parent Coordinator		2024 2025 2026 2027	
Hours Per Training	**Number of Sessions**	**Provider**	**Audience**
2	4	District	Parents

Description of Training
Progress Monitoring 101

Lead Person/Position	Year of Training
Parent Coordinator	2024 2025 2026 2027

Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Parents

Description of Training		
Related Services Overview		
Lead Person/Position	**Year of Training**	
Related Service Directors/Coordinators	2024 2025 2026 2027	

Hours Per Training	Number of Sessions	Provider	Audience
2	4	District	Parents

IEP Development

Description of Training	
c	
Lead Person/Position	**Year of Training**
c	2024 2025 2026

Hours Per Training	Number of Sessions	Provider	Audience
			2027
c	c	District Intermediate Unit PaTTAN Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other