

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 91
School District Total Student Enrollment 716
Percent of Students Receiving Special Education 12.7

Steering Committee

Name	Position/Role	Building	Email
Michele Glennon	Director of Special Education	Jenkintown SD	glennonm@jenkintown.org
Tom Roller	Building Principal	Jenkintown Middle/High School	rollert@jenkintown.org
Theresa Profit	Special Education Teacher	Jenkintown El Sch	simonsi@jenkintown.org
Samantha May	Other	Jenkintown SD	mays@jenkintown.org
Susan Medina	Special Education Teacher	Jenkintown Middle/High School	medinas@jenkintown.org
Ashley Geary	Other	Jenkintown Middle/High School	gearya@jenkintown.org
Amy Dewees	General Education Teacher	Jenkintown Middle/High School	deweesa@jenkintown.org
Nancy Campbell	Board Member	Jenkintown SD	campbelln@jenkintown.org
Jill Takacs	Superintendent	Jenkintown SD	takacsj@jenkintown.org
Chris Jahnke	Building Principal	Jenkintown El Sch	jahnkec@jenkintown.org
Brandon Wyche	Other	Jenkintown Middle/High School	wycheb@jenkintown.org
Ryan Cella	Parent	Jenkintown El Sch	rcella@mac.com
Lubna Manna	Parent	Jenkintown Middle/High School	lubnamanna@gmail.com
Juliet Kilcoyne	Parent	Jenkintown El Sch	juls034@gmail.com>

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)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity
<p>The LEA did not meet the APP/APR indicator for the 8th grade PSSA participation rate for children with IEPs in the area of Math. There were a number of parents that opted their children out of taking the PSSAs for the 2020-2021 school year. The LEA adheres to federal and state law to include all children with disabilities in all general state and district wide assessment programs. The LEA discusses with parents during IEP meetings the importance of students taking the PSSAs explaining that it identifies what a student should know and be able to do at the their grade level. The district uses the data to design curriculum and instruction to ensure students meet the standards' expectations. The LEA ensures that students receive the appropriate accommodations needed to participate in assessments or use alternate assessments to assess the achievement of students with the most significant disabilities.</p>
<p>In order to improve the participation in the PSSAs the LEA will: 1. The LEA will continue to discuss the importance of students taking PSSAs at IEP meetings 2. The LEA will continue to include all students in standards-based education and collect data on how they are progressing on achieving standards. 3. General education and special education teachers will continue to collaborate to ensure that students are making progress towards standards and to implement instruction, strategies, and/or services to ensure students are making meaningful educational progress.</p>

Education Environments (Indicator 5)

Indicator not flagged at this time.

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)

Indicator not flagged at this time.

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

District has completed all monitoring corrective action/improvement plans.

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
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

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

No

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.)
Jenkintown School District doesn't have any obligations under Section 1306 of the Public School Code at this time because there are no shelters, facilities, or institutions in the LEA's boundaries.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
The district will coordinate with the 1306 facility and the host district with regards to the student's educational programming including services and tuition. The LEA will have ongoing communication with the 1306 facility and host district to ensure a successful transition back to their home school.

Incarcerated Students Oversight

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

No

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).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

The LEA current has 71.9% of special education students in the general education setting for 80% or more of the school day. The IEP team makes every effort to maintain the least restrictive environment for each student to the maximum extent possible by addressing the four questions listed under Section VII of the IEP regarding Educational Placement. The IEP team recommends the maximum level of supplementary aids and services to be provided in the regular education setting for a student before consideration to a more restrictive placement. The LEA has met the State Performance Plan target for Indicator 5 due to the specially designed instruction and supplementary aids and services implemented for students. The team discusses this at IEP meetings providing documentation of specially designed instruction used in the regular education classroom and revising the IEP if necessary to meet the student's needs. The special education teachers utilize the Pennsylvania Department of Education's Standard Aligned System to drive direct instruction and to formulate IEP goals and objectives. Goals and objectives, specially designed instruction, related services, transition services, and support for school personnel are addressed first before determining what special education services are needed for a student. A re-evaluation is completed if a student has met their IEP goals and objectives and are making meaningful education progress in the regular education curriculum. A student will be exited from receiving special education if it is determined that they no longer requires specially designed instruction and special education services to make meaningful educational progress.

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?

The LEA implements the Multi-tiered System of Support approach to provide academic and behavioral strategies for students with various needs. Parents and guardians involvement in the process allows for the success of our students. The LEA administers a universal screening of all students early in the school year to determine students' needs. Ongoing data collection is collected throughout the school year. The LEA implements tiers of interventions that can be amplified in response to the level of need a student requires to make progress. The LEA also has a schoolwide approach for social, emotional, and behavioral expectations and supports for all students that creates consistency in meeting the needs of all students.

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

Direct learning support services are used to support students through review and repetition of skills learned in the regular classroom and/or if significant modifications to the curriculum are needed to ensure that a student is making meaningful educational progress in the areas of Reading and Math. The district also provides autistic support and life skills support for students that require these services in order to meet their educational needs. The district currently has the occupational therapist, physical therapist, and speech and language pathologist providing services in and out of the regular education classroom. The related service providers make it a priority to go into the regular education classroom in order to support students with the general education curriculum and/or to help students access to the general education setting. Students receive adapted physical education by having the physical therapist oversee the instruction the physical education teacher is providing to the students if needed. All special education students in the district are in the regular education setting for Science, Social Studies, Art, Music, Physical Education, Electives at the Middle/High School, Library, Lunch, Extra-curricular activities and Elementary School Recess. The regular education teachers receive copies of special education students' specially designed instruction and receive

consultation support from the special education teachers and related service providers. The Director of Special Education and Student Services, special education teachers, related services providers, and school psychologists also consult with students' outside therapists, doctors, and/or related services providers in order to collaborate on how to best meet the needs of students. The district has an excellent IEP meeting attendance rate for parents/caregivers and regular education teachers. At middle/high school IEP meetings, it is very common for all of a student's teachers to attend the meeting, which can be upwards of eight regular education staff members. The special education teachers send out specific questions about a student's strengths and needs in a particular class and the students use of specially designed instruction before the meeting in order to get teacher input. A teacher will provide input if they are unable to make an IEP meeting. The district's two principals also promote Least Restrictive Environment and meeting the needs of all students: by their leadership and commitment to inclusion, meeting their staff's professional development needs, coordinating with the Director of Special Education and by holding teachers accountable in implementing specially designed instruction. The district has five instructional assistants at the elementary school and five instructional assistants at the middle/high school to support the inclusion of special education students in the regular education classroom and curriculum.

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

Students with an IEP have the same opportunity to participate in academic, nonacademic, and/or extracurricular activities as peers who are non-disabled. All special education students in the district participate in art, music, physical education, library, lunch, assemblies, and elementary school recess. Special education students are encouraged to participate in extra-curricular activities as much as possible. Students participate in the elementary and high school play, sports, field trips, choir, the foreign exchange program, and various after school clubs. When necessary an instructional assistant will attend the activity with a student. The nurse reviews students' medical needs as well to ensure participation happens for all students. The school psychologists and guidance counselors work with students who are hesitant or nervous about participating in extra-curricular activities. An action plan is implemented to promote involvement.

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 district tries to the greatest extent possible for students to stay in the least restrictive environment. The LEA uses the necessary supports and resources in meeting the needs of students so that they can stay in their neighborhood school. There are currently six students out of the district because the services, supports, specially designed instruction, and related services needed require a more intensive, special education program. One student is in a private school. Three students are in Montgomery County Intermediate classrooms in other school districts. The two other students are in Approved Private Schools. The current programs and services are meeting their educational needs. The goal is always to support students in the least restrictive environment unless their needs are such that a more restrictive setting and intensive supports are needed. The Director of Special Education attends IEP meetings for out of district students in order to be able to make informed decisions with the team about a student's program. A re-evaluation is completed if the IEP team believes that the student may need a least restrictive environment.

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)

There are currently 91 students that receive special education services. The district is committed to provide the least restrictive environment for all students. The district makes great efforts in returning out of district students so that they can be involved with their home school and

community. The district operates supplemental level learning support services for all grade levels, itinerant level emotional support services for all grade levels, psychological services, speech and language services, hearing support, vision support, physical therapy, and occupational therapy that address the educational needs of students with a variety of disabilities such as autism, intellectual disability, and emotional disturbance. There are ten instructional assistants that support special education students in the general and special education environment. Small caseloads also help support students' success in the least restrictive environment. The district is committed to differentiated instruction and continues to train staff in this area which helps support an inclusive environment. Special education teachers have been trained in the Supplementary Services and Aides toolkit so that an IEP team can make informed decisions about supporting students in the general education setting. The district implements supplementary aides and services in the areas of technology, information presentation methods, student assessment formats, project/presentation formats, instructional formats, classroom management, response to diversity, interpersonal relationships, social activities, and classroom environment. IEP teams determine the needs of students in all these areas and then implement support by creating goals, specially designed instruction, related services, and/or support for school personnel to ensure the success of the child. If the district cannot provide an appropriate program for a student, every effort is made to provide a program within a neighboring district, through the Intermediate Unit or by a local approved private school. The district's special education and related service providers support special education students with a wide variety of disabilities and needs in the least restrictive environment to the maximum extent possible and will continue to do so.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Springfield High School	Other	Neighboring School District	Montgomery County Intermediate Unit Full-time Autistic Support program	Autistic Support	3
Lakeside School	Other	Private School	Lakeside School	Emotional Support	1
HMS School	Approved Private School (APS)		HMS School for Children with Cerebral Palsy	Multiple Disabilities Support	1
Overbook School for the Blind	Approved Private School (APS)		Overbook School for the Blind	Multiple Disabilities Support	1
Royer Greaves	Approved Private		Royer Greaves School	Multiple	1

School	School (APS)			Disabilities Support	
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Positive Behavior Support

Date of Approval
2021-03-15

Uploaded Files
Behavior Support Policy.pdf

1. How does the district support the emotional, social needs of students with disabilities?
The district supports the emotional, social, and behavioral needs of students by implementing a variety of techniques, interventions, and supports. Individual and group counseling provided by either the school psychologists or guidance counselors takes place outside of the regular education environment due to the confidential nature of what is being discussed. Kindergarten through 6th grade teachers conduct morning meetings and teach The Second Step program. The district contracts with a Board Certified Behavior Analyst (BCBA) to consult with IEP teams, to conduct functional behavior assessments (FBAs), and to create positive behavior intervention plans. The district also has a teacher that is a Board Certified Assistant Behavior Analyst that consults with teachers. The district's school psychologists conduct FBAs and create behavior plans. The district also utilizes Registered Behavior Therapist and Instructional Assistants to support students with behavior issues in order to be in the least restrictive environment. A student's IEP reflects how their behavioral needs are met by focusing specifically on what interventions are in place to support the student. A student's goals and objectives, specially designed instruction, related services, and behavior intervention plans are all tailored to their individual needs. Instructional assistants also support students with behavioral needs in the general education classroom.
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.
All staff members have been trained in using de-escalation techniques. Certain staff members have been trained in Professional Crisis Management (PCM) which is a complete and fully integrated system designed to manage crisis situations effectively, safely, and with dignity. Crisis prevention strategies and de-escalation strategies are always implemented first in order to avoid having to use a restraint. The LEA also consults with a private Board Certified Behavior Analyst that conducts functional behavior assessments and implements positive behavior intervention plans for certain students. The staff working with district students at an MCIU class or an approved private school have training in positive behavior support and crisis restraint procedures.
3. Describe the district positive school wide support programs.
The LEA supports the emotional, socially and behavioral needs of all students. The elementary school implements a positive school wide behavior system known as CARES. The CARES program teaches our students: Cooperation, Acceptance of others, Respect, Eagerness to learn, and Staying Safe. Staff and students use consistent language to discuss positive social skills and consequences to inappropriate behaviors. This consistency has been very positive for the elementary school because students are fully aware of what is expected of them. This continuity allows the focus to be more on positive behaviors rather than consequences. There are rewards and incentives that are a part of the program that motivates students as well. The goal is always to strive for students to be intrinsically motivated to behave appropriately, but there are

students at various levels in their social, emotional, and behavioral development. The middle/high school base their behavior support based on restorative practices approach. Below is what is stated in the middle/high school student handbook. The School District of Jenkintown, recognizing that all students can learn, is committed to providing opportunities for students to acquire the skills to adapt and contribute to a changing society. Respect and responsibility is the foundation of a safe and caring environment. Rules and regulations are necessary for the orderly conduct of the school. A fair, consistent Code of Conduct is an integral part of a sound educational program. The goals of this document are:

- To provide an atmosphere within the school of mutual respect and of productive interdependence.
- To guarantee the rights of staff and students by providing a Code of Conduct that establishes rules and regulations designed to create an atmosphere where students can learn
- To guarantee the rights of each individual through fair and reasonable treatment of violators of this code
- To affect a positive change in behavior
- To provide an environment free of discrimination based on race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, or handicap/disability.
- To comply with federal, state, and local laws. When needed, more intensive interventions are put in place and some students have their own positive behavior support plan to meet their individual needs.

The district contracts with Aldergates Counseling Services that provide programs to support social emotional learning.

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

The LEA has one elementary guidance counselor, three middle/high school guidance counselors, one elementary school psychologist, and one middle/high school psychologist to provide school-based behavior health services. The district provides a continuum of services which include: individual and group counseling, social skills training, administration of Functional Behavior Assessments, implementation of Positive Behavior Support plans, teacher consultation, data collection, observations, and collaboration with parents and outside mental health agencies. The district also consults with a Board Certified Behavior Analyst.

5. Describe the district restraint procedure.

The School District of Jenkintown's board policy 113.2 titled Behavioral Supports includes research-based practices and ensures that restraints are used only as a last resort. Positive behavior support plan strategies and de-escalation techniques are always used to support a student with behavioral concerns. The policy states the following: The Board directs that the district's behavior support programs shall be based on positive rather than negative measures 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 assessment of behavior and shall include research-based practices and techniques to develop and maintain skills that will enhance students' opportunity for learning and self- fulfillment. A student's IEP explains how restraints will be used as a component of the positive behavior support plan. The positive behavior plan focuses on the behavior(s) of concern by reviewing data from the functional behavior assessment. The functional behavior assessment looks deeply at antecedents, consequences, the perceived function of the behavior, the student's skill deficits, and physiological and medical factors to best determine what strategies should be implemented. The team will make decisions about the plan based on these factors and through observations. All staff members have been trained in using de-escalation techniques. Certain staff members have been trained in Professional Crisis Management (PCM) which is a complete and fully integrated system designed to manage crisis situations effectively, safely, and with dignity. Crisis prevention strategies and de-escalation strategies are always implemented first in order to avoid having to use a restraint. Parents/Guardians are given notice if a restraint has to be used to control the extremely aggressive and/or dangerous behavior of a student as a last resort. An IEP will be scheduled within the ten days of school unless waived in writing by the

parent/guardian. At the meeting, the IEP team will determine if a functional behavior assessment should be completed, changes need to be made to the student's current positive behavior support plan, additions are made to specially designed instruction, and/or a re-evaluation needs to be completed to determine the student's current educational needs and the possibility of recommending a change of placement.

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.

There are currently no issues with providing a Free Appropriate Public Education (FAPE) for all the district's special education students. The special education staff and related service providers are highly skilled in meeting the needs of students and are very creative in doing this to the greatest extent possible in the least restrictive environment. The Director of Special Education is also adept in using the MCIU and PaTTAN staff as resources. The district uses services and programs provided by the Intermediate Unit, Approved Private Schools, and Private Schools to service students with intensive needs. The IEP team would meet if there was concerns with a student's educational placement. This could be modifying the student's current IEP or recommending a re-evaluation in order to gather more data to determine the student's current educational needs. The district would contact it's interagency representative if it was still have difficulty meeting a student's needs and providing FAPE. The district has used this process in the past.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM	Multiple	Full-time (1.0)	03/14/2023 02:36 PM

Building Name		
Jenkintown SD		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Multiple	7 to 7
Age Range Justification		FTE %
		0.02

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF	Secondary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name		
Jenkintown Middle/High School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 16
Age Range Justification		FTE %
The students receive special education services with other students within the three year mandatory age range.		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
MK	Secondary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name		
Jenkintown Middle/High School		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 17
Age Range Justification		FTE %
The students receive special education services with other students within the three year mandatory age range.		0.55

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM	Secondary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name		
Jenkintown Middle/High School		
Support Type		
Learning Support		
Support Sub-Type		

Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
The students receive special education services with other students within the three year mandatory age range.		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BK	Secondary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name		
Jenkintown Middle/High School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 17
Age Range Justification		FTE %
The students receive special education services with other students within the three year mandatory age range.		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
IS	Elementary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name

Jenkintown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 12
Age Range Justification		FTE %
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH	Elementary	Full-time (1.0)	03/14/2023 02:39 PM

Building Name		
Jenkintown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TP	Elementary	Part-time (0.5)	03/14/2023 02:38 PM

Building Name		
Jenkintown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB	Elementary	Full-time (1.0)	03/14/2023 02:40 PM

Building Name		
Jenkintown El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.12

Building Name		
Jenkintown El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.14

Special Education Facilities

Building Name		Room #
Jenkintown El Sch		A-107
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 8 inches x 32 feet, 0 inches	725sqft	25
Implementation Date		
2023-03-17		
Uploaded Files		
JSD Floor Plan.pdf		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown El Sch		A-003
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 5 inches x 11 feet, 6 inches	292sqft	10
Implementation Date		
2023-03-17		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown El Sch		A-113
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
10 feet, 0 inches x 10 feet, 4 inches	103sqft	3
Implementation Date		
2023-03-17		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown El Sch		A-210
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
19 feet, 5 inches x 27 feet, 9 inches	538sqft	19
Implementation Date		
2023-03-17		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown El Sch		A-211
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 4 inches x 21 feet, 4 inches	476sqft	17
Implementation Date		
2023-03-17		
Uploaded Files		

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown Middle/High School		D-115
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 6 inches x 33 feet, 2 inches	746sqft	26
Implementation Date		
2023-03-17		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name	Room #
Jenkintown Middle/High School	D-116

School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
18 feet, 7 inches x 23 feet, 1 inches	428sqft	15
Implementation Date		
2023-03-17		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown Middle/High School		D-120
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 27 feet, 0 inches	625sqft	22
Implementation Date		
2023-03-17		
Uploaded Files		

8Assurance Check

Assurance Check	Yes	No

The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Jenkintown Middle/High School		D-120A
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 2 inches x 29 feet, 6 inches	683sqft	24
Implementation Date		
2023-03-17		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

10Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
School Psychologist	1	Elementary	District
School Psychologist	1	Secondary	District
Physical Therapist	.4	District Wide	Contractor
Occupational Therapist	.4	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	4.2	Elementary	District
Paraprofessionals	3.6	Secondary	District

Special Education Personnel Development

Autism

Description of Training			
Action Steps for 2023-2026 - The district will provide professional development to support our students with Autism. Professional opportunities will include: Social Thinking Strategies, Registered Behavior Technician training, and the use of augmentative and alternative communication devices.			
Lead Person/Position		Year of Training	
Director of Special Education and Student Services		2023 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Positive Behavior Support

Description of Training	
Action Steps for 2023-2026 The district will provide professional development opportunities for staff focusing on trauma informed teaching, positive behavior supports including Applied Behavior Analysis for regular and special education students. The LEA plans on continuing current behavioral supports but will provide additional training to staff in order to implement preventative and proactive strategies in order to positively affect students' behaviors. The Student Assistance Program team and Multi-tiered System of Support Team will be utilized to implement interventions to address social, emotional, and behavioral concerns for all students.	
Lead Person/Position	Year of Training
Director of Special Education and Student Services	2023 2025 2026

Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Action Step for 2023-2026-The district will provide professional development opportunities for paraprofessionals focusing on the use of augmentative and alternative communication devices, de-escalation techniques, and best practices for supporting students in inclusive classroom settings. The LEA will provide 20 hours of training every school year per Pennsylvania regulations.			
Lead Person/Position		Year of Training	
Director of Special Education and Student Services		2023 2024 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Paraprofessionals

Transition

Description of Training
Action Steps for the 2023-2026 -The district will provide professional development using PaTTAN's Effective Practices of Transition Planning six

modulars outlining the seven areas required by Indicator 13.			
Lead Person/Position		Year of Training	
Director of Special Education		2023 2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
2	3	PaTTAN	Special Education Teachers Other

Science of Literacy

Description of Training			
Action Steps for 2023-2026-The district will provide professional development to all staff on structured literacy.			
Lead Person/Position		Year of Training	
Elementary and Middle/High School Principal		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
8	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training
Action Steps for 2023-2026- The district will provide parents training in the IEP process (Parent Engagement, Procedural Safeguards,

Evaluations/Re evaluations/Assessments, and the IEP/504 process)			
Lead Person/Position		Year of Training	
Director of Special Education		2023 2024 2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

IEP Development

Description of Training			
Action Steps 2023-2026- The district will provide professional development on writing standardized-aligned IEP goals (Language Arts, Math, and Behavior)			
Lead Person/Position		Year of Training	
Director of Special Education		2023 2024 2026	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	Intermediate Unit PaTTAN	Special Education Teachers Other

Signatures & Affirmations

Approval Date

Uploaded Files

- 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.
- 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.
- 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.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- 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.
- 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.

Superintendent/Chief Executive Officer

Date

