

## Profile and Plan Essentials

<b>LEA Name</b>		<b>AUN</b>	
Jenkintown SD		123463803	
<b>Address 1</b>			
West and Highland Avenues			
<b>Address 2</b>			
<b>City</b>	<b>State</b>	<b>Zip</b>	
Jenkintown	PA	19046	
<b>Director of Special Education Name</b>			
Michele Glennon			
<b>Director of Special Education Email</b>			
Director of Special Education and Student Services			
<b>Director of Special Education Phone Number</b>		<b>Director of Special Education Ext</b>	
215-884-1801		116	
<b>Chief Administrator Name</b>			
Mr Steven M Van Mater			
<b>Chief Administrator Email</b>			
vanmaters@jtowndrakes.org			

## Special Education Students

**Total Number of Students Receiving Special Education** 106

**School District Total Student Enrollment** 738

**Percent of Students Receiving Special Education** 14.4



## Steering Committee

<b>Name</b>	<b>Position/Role</b>	<b>Building</b>	<b>Email</b>
Amanda Zimmerman	Parent	Jenkintown El Sch	amanda.n.zimmerman@gmail.com
Brittany Coopersmith	General Education Teacher	Jenkintown Middle/High School	coopersmithb@jtowndrakes.org
Chris Evans	General Education Teacher	Jenkintown Middle/High School	evansc@jtowndrakes.org
Steve VanMater	Superintendent	Jenkintown SD	vanmatars@jtowndrakes.org
Matt Cox	General Education Teacher	Jenkintown El Sch	coxm@jtowndrakes.org
Christina Johnson	Special Education Teacher	Jenkintown Middle/High School	johnsonc@jtowndrakes.org
Pat Derr	Other	Jenkintown Middle/High School	derrp@jtowndrakes.org
Carolyn Riley	Board Member	Jenkintown SD	rileyc@jtowndrakes.org
Michele Glennon	Director of Special Education	Jenkintown SD	glennonm@jtowndrakes.org
David Allen	Parent	Jenkintown Middle/High School	daveallenmusic@hotmail.com
Rhonda Brodie	Parent	Jenkintown Middle/High School	rhondabrodie1217@gmail.com
Tom Roller	Building Principal	Jenkintown Middle/High School	rollert@jtowndrakes.org

## 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)

**Indicator not flagged at this time.**

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 School 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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## Non-Resident Students Oversight

### 1. Is your School 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.)

The Jenkintown School District ensures that students with disabilities who reside in Section 1306 facilities (children's institutions) are educated in the least restrictive environment (LRE) to the maximum extent appropriate. When a student with a disability or a qualified handicapped student under Section 504 is educated within the district, the student's educational needs are addressed through the development, implementation, and monitoring of an Individualized Education Program (IEP) or a Section 504 Service Agreement, as appropriate. As the host district, Jenkintown School District collaborates with the student's resident (home) school district, the children's institution, and other involved agencies, as permitted by law, to exchange relevant educational information, coordinate evaluations and services, and ensure continuity of programming. This collaboration supports compliance with all applicable state and federal regulations, including IDEA, Chapter 14, and Section 504 of the Rehabilitation Act. The district fulfills its Child Find responsibilities for all students residing in Section 1306 facilities within district boundaries, including the identification, location, evaluation, and reevaluation of students suspected of having a disability. Jenkintown School District ensures that all eligible students receive a free appropriate public education (FAPE) and that placement decisions are made by the IEP team based on individual student needs, consistent with PDE requirements and the principles of the least restrictive environment (LRE).

### 2. Describe the School District's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school.

The District coordinates closely with the Section 1306 facility, the host district, and the resident Local Education Agency (LEA) to ensure that each student's educational program, including special education services, related services, and tuition arrangements, is appropriately developed, implemented, and monitored. Collaboration includes the timely exchange of relevant educational records, participation in IEP or Section 504 meetings, and coordination of instructional supports and services based on the individual needs of the student. The LEA maintains ongoing communication with the Section 1306 facility and host district throughout the student's placement to monitor student progress, address concerns, and make data-driven adjustments to the educational program as needed. When a student is preparing to return to a less restrictive environment or home school placement, the LEA collaborates with all involved parties to develop and implement a transition plan that supports a smooth and successful reintegration. This process ensures continuity of services, promotes academic and social-emotional success, and ensures compliance with IDEA, Chapter 14, Section 504, and all applicable state and federal regulations.



## Incarcerated Students Oversight

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

No

1. **Describe the system of oversight the School 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 School District's most recent data for Least Restrictive Environment. Highlight areas of improvement.**

The Local Education Agency (LEA) serves 75.4% of students with disabilities in the general education setting for 80% or more of the school day, demonstrating a sustained commitment to the principles of least restrictive environment (LRE) as required under IDEA and Chapter 14 regulations. Placement decisions are made by IEP teams based on individual student needs and are not determined by disability category, program availability, or administrative convenience. In accordance with PDE requirements, IEP teams utilize Section VII of the IEP to determine appropriate educational placement. Prior to considering a more restrictive setting, teams document the full range of supplementary aids and services, program modifications, and supports for school personnel necessary to enable the student to be educated satisfactorily in the general education environment. Movement to a more restrictive placement occurs only when the IEP team determines that the student's needs cannot be met in a less restrictive setting, even with these supports in place. The LEA continues to meet the State Performance Plan (SPP) target for Indicator 5 through the effective implementation and monitoring of specially designed instruction (SDI) and supplementary aids and services. IEP teams routinely review student progress and document the SDI provided within the general education classroom. IEPs are revised as needed to ensure students continue to make meaningful educational progress and have access to the general education curriculum. Special education teachers utilize the Pennsylvania Department of Education's Standards Aligned System (SAS) to inform instruction and develop standards-aligned, measurable annual IEP goals and objectives. Reevaluations are conducted in accordance with regulatory timelines when students demonstrate sustained progress and mastery of IEP goals. Students are exited from special education services only after the IEP team determines, based on comprehensive data, that specially designed instruction is no longer required for the student to make meaningful educational progress.

### 2. **What universal practices does the School District utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?**

The Local Education Agency (LEA) implements a districtwide Multi-Tiered System of Support (MTSS) framework to address the academic, behavioral, and social-emotional needs of students through early identification, targeted interventions, and ongoing progress monitoring. At Jenkintown Elementary School, the MTSS process is used within the general education setting. Benchmark data, behavioral data, classroom assessments, and teacher observations are reviewed by instructional teams to identify students in need of additional support. Interventions are implemented at increasing levels of intensity, and student progress is monitored regularly to inform instructional adjustments. The MTSS framework includes a continuum of supports, with Tier 1 providing high-quality, evidence-based instruction for all students, Tier 2 offering targeted small-group interventions, and Tier 3 delivering individualized, intensive interventions for students with significant needs. At Jenkintown Middle/High School, the Pennsylvania Student Assistance Program (SAP) serves as an integral component of MTSS. SAP provides a structured, team-based process to identify student concerns, implement interventions, and monitor progress. Referrals may be made by staff, parents/guardians, or administrators. MTSS and SAP do not replace the special education evaluation process. When data indicate a need for

additional support, the LEA follows Child Find procedures and initiates a special education evaluation in accordance with IDEA and Chapter 14. Family engagement and consistent schoolwide behavioral expectations support positive student outcomes across all levels.

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

Regular education teachers receive copies of each student's specially designed instruction (SDI) and are provided with ongoing consultation and support from special education teachers and related service providers. This collaborative process ensures that SDI, accommodations, and modifications are implemented with fidelity in the general education setting. Special education staff regularly consult with general education teachers to review student progress, share instructional strategies, and adjust supports as needed to promote meaningful academic and social progress. Collaboration extends beyond the school setting, when appropriate and with parental consent. The Director of Special Education and Student Services, special education teachers, related service providers, and school psychologists communicate with outside therapists, physicians, and community-based providers to ensure a comprehensive understanding of student needs and alignment between school-based supports and outside services. The District maintains a strong culture of collaboration during IEP meetings, with consistent participation from parents/guardians and regular education teachers. At the middle and high school levels, multiple regular education teachers routinely participate to ensure shared responsibility and comprehensive input. When staff are unable to attend, written input is collected in advance to ensure that teacher observations and recommendations are incorporated into the IEP. District leadership actively supports inclusive practices and the principles of Least Restrictive Environment (LRE). Building principals collaborate with the Director of Special Education to support inclusive programming, coordinate professional development, and ensure accountability for the implementation of SDI and accommodations. To further support inclusion, the District employs instructional assistants at both the elementary and middle/high school levels. Instructional assistants provide academic, behavioral, and organizational support under the direction of certified staff, enabling students with disabilities to access grade-level curriculum, participate in classroom activities, and build independence. Through ongoing collaboration, inclusive leadership, and consistent implementation of supports, the District ensures that students with disabilities receive appropriate services and are educated in the general education environment to the maximum extent appropriate.

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

The District is committed to providing a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) for all students with disabilities. This commitment is reflected through collaborative practices, inclusive programming, and equitable access to academic, nonacademic, and extracurricular activities. Regular education teachers receive copies of each student's Individualized Education Program (IEP) and specially designed instruction (SDI) and receive ongoing consultation and support from special education teachers and related service providers. These collaborations ensure that SDI, accommodations, and modifications are implemented consistently and effectively within the general education setting. Special education staff meet regularly with general education teachers to discuss student progress, share

instructional strategies, and make data-based adjustments to supports to promote academic and behavioral growth. Collaboration extends beyond the school setting to include communication with outside professionals. The Director of Special Education and Student Services, special education teachers, related service providers, and school psychologists maintain contact with students' external therapists, physicians, and community-based service providers, when appropriate and with parental consent. This multidisciplinary collaboration allows for a coordinated approach to meeting students' needs, aligning school-based interventions with supports provided outside of school. The District maintains a high level of participation in IEP meetings among parents, caregivers, and staff. At the middle and high school levels, it is common for all of a student's teachers, often as many as eight general education staff members attend IEP meetings, demonstrating a shared responsibility for student outcomes. Prior to each meeting, special education teachers distribute teacher input forms or targeted questionnaires to collect feedback on student strengths, challenges, progress, and the use of SDI in the classroom. When a teacher is unable to attend, detailed written input is provided to ensure their perspective is included in the decision-making process. Building principals play a vital leadership role in promoting inclusion and ensuring compliance with IDEA and Chapter 14 regulations. They collaborate with the Director of Special Education to coordinate professional development focused on inclusive practices, differentiated instruction, and behavioral supports. Principals also monitor the implementation of SDI, hold staff accountable for adhering to IEP requirements, and create a school culture that values diversity, equity, and inclusion. To further support inclusion, the District employs instructional assistants, five at the elementary school and five at the middle/high school, who provide academic, behavioral, and organizational support under the direction of certified teachers. Instructional assistants help students access the general education curriculum, participate fully in classroom activities, and build independence in their learning and social interactions. The district also contracts with a BCBA and two Registered Behavior Technicians to provide social, emotional and behavioral support to students. The District also ensures that students with IEPs have equal access to participate in academic, nonacademic, and extracurricular activities alongside their nondisabled peers, as required under IDEA and Section 504. All students with disabilities are included in art, music, physical education, library, lunch, assemblies, and recess at the elementary level. These inclusive opportunities promote peer interaction, social development, and a sense of belonging within the school community. At the middle and high school levels, students with IEPs are encouraged and supported to take part in extracurricular activities such as athletics, drama productions, choir, field trips, the foreign exchange program, and various after-school clubs. When necessary, instructional assistants or other staff accompany students during extracurricular or nonacademic activities to provide assistance and ensure safety while fostering independence. The school nurse reviews students' medical needs and coordinates accommodations and health plans to ensure all students can participate fully and safely. The school psychologists and guidance counselors support students who may feel hesitant or anxious about involvement by developing individualized action plans that promote confidence, engagement, and social-emotional growth. Through these collaborative and inclusive practices, the District upholds its commitment to FAPE in the LRE. By fostering teamwork among educators, related service providers, families, and outside professionals, the District ensures that students with disabilities have equitable access to the full educational experience, academically, socially, and emotionally and are empowered to reach their fullest potential.

5. **Describe the School District procedures that ensure, 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-led extracurricular activities.**

At this time, the district serves five students in out-of-district placements due to the intensity and complexity of their educational needs, which require specialized programming, instruction, and supports beyond what can currently be provided within district-operated programs. Of these students, two attend private schools, one is placed in Montgomery County Intermediate Unit (MCIU) classrooms located in other districts, and two attend Approved Private Schools (APS). All out-of-district placements are determined through the Individualized Education Program (IEP) process and are based on each student's individual needs, ensuring the provision of a free appropriate public education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA) and Chapter 14 of the Pennsylvania School Code. The district provides and maintains a full continuum of special education services and placement options in compliance with PDE requirements. This continuum includes, but is not limited to, regular education with supplementary aids and services, itinerant services, learning support, emotional support, autistic support, life skills support, and access to intermediate unit programs. Placement decisions are made by the IEP team based on individual student needs and are not determined by disability category, availability of district programs, administrative convenience, or cost. The district is committed to educating students with disabilities in the least restrictive environment (LRE) to the maximum extent appropriate. More restrictive placements, including out-of-district programs, are considered only after the IEP team determines that the student's educational needs cannot be satisfactorily met within the district, even with the provision of supplementary aids and services, program modifications, and supports for school personnel. Placement decisions are reviewed at least annually and revised as needed based on student progress and current educational data. The Director of Special Education participates in IEP meetings for all students placed outside the district to ensure consistent oversight, compliance with PDE requirements, and collaboration with out-of-district programs. The district maintains ongoing communication with placement programs and monitors student progress through regular progress reports, IEP reviews, and data analysis. When an IEP team determines that a student may be ready to transition to a less restrictive environment, the district conducts a comprehensive reevaluation or review of existing evaluation data, as appropriate, to support data-driven decision-making. Transition planning is individualized and coordinated to ensure continuity of services and to support a successful transition to a less restrictive placement within the district or another appropriate setting along the continuum of services.

6. **Discuss the School 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 district currently provides special education services to 106 students and remains firmly committed to educating all students with disabilities in the least restrictive environment (LRE) to the maximum extent appropriate. The district makes every reasonable effort to educate students within their home schools and community, and when students are educated outside the district, the district actively plans for and supports their return to less restrictive, in-district placements whenever appropriate. The district maintains a comprehensive continuum of special education programs and services to address the diverse needs of students with disabilities. Current district-operated programs include a

full-time K–2 autistic support classroom, a Middle/High School supplemental Life Skills classroom, and itinerant and supplemental-level learning support programs across all grade levels. In addition, the district provides a full range of related services, including psychological services, speech and language therapy, hearing and vision support, physical therapy, and occupational therapy, to meet the needs of students with disabilities, including but not limited to autism, intellectual disability, and emotional disturbance. The district employs ten instructional assistants who support students with disabilities in both general education and special education settings, facilitating access to the general education curriculum and promoting successful participation in inclusive environments. The district places a strong emphasis on differentiated instruction and inclusive practices and provides ongoing professional development to staff to strengthen these practices. Special education teachers have received training in the Supplementary Aids and Services Toolkit, supporting data-driven decision-making by IEP teams when determining appropriate supports, services, and program modifications for students in general education settings. A wide range of supplementary aids and services is utilized to promote student success in inclusive environments. These supports may include accommodations and modifications related to instructional strategies, technology, assessment practices, classroom management, interpersonal relationships, and social participation. IEP teams systematically consider these areas when developing measurable annual goals, specially designed instruction, related services, and supports for school personnel to ensure each student receives a free appropriate public education (FAPE). When the district is unable to provide an appropriate program to meet a student’s needs, the IEP team considers alternative placements along the continuum of services, including placements in neighboring school districts, Intermediate Unit programs, or Approved Private Schools (APS). Such placements are made only when the IEP team determines that the student’s needs cannot be satisfactorily met within district programs, even with supplementary aids and services. The district remains committed to ongoing review of student progress and to supporting students with a wide range of disabilities in the least restrictive environment to the maximum extent appropriate, in accordance with IDEA and PDE requirements.

### Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Lakeside School	Other	Private School	Lakeside School	Emotional	2

				Support	
Overbook School for the Blind	Approved Private School (APS)		Overbook School for the Blind	Multiple Disabilities Support	1
HMS School	Approved Private School (APS)		HMS School for Children with Cerebral Palsy	Multiple Disabilities Support	1
The Discovery Center	Other	Montgomery County Intermediate Unit	Montgomery County Intermediate Unit Full-time Autistic Support program	Autistic Support	1

## Positive Behavior Support

### Date of Approval

2021-03-15

### Uploaded Files

Behavior Support Policy.pdf

**1. How does the School District support the emotional, social needs of students with disabilities?**

The district is committed to addressing the emotional, social, and behavioral needs of students through a systematic, evidence-based continuum of supports and interventions. Counseling services, including individual and group counseling, are provided by certified school psychologists and school counselors in settings that ensure confidentiality and support effective communication, while promoting student engagement and success in educational programming. At the elementary level, teachers in Kindergarten through Grade 6 implement daily morning meetings and provide instruction using the Second Step social-emotional learning curriculum, which supports the development of self-regulation, empathy, problem-solving skills, and positive peer interactions. To enhance behavioral supports, the district contracts with a Board Certified Behavior Analyst (BCBA) who collaborates with IEP teams, conducts Functional Behavioral Assessments (FBAs), and develops Positive Behavior Intervention Plans (PBIPs) based on student data. The district also employs a Board Certified Assistant Behavior Analyst (BCaBA) who provides ongoing consultation and support to staff implementing behavioral interventions. Registered Behavior Technicians (RBTs) work directly with students to support individualized behavioral goals, while registered behavior therapists and instructional assistants provide in-class support to promote success in the least restrictive environment (LRE). School psychologists further support behavioral programming by conducting FBAs, assisting with the development and monitoring of behavior intervention plans, and collaborating with teachers, families, and related service providers to ensure consistency across settings. Each student's Individualized Education Program (IEP) clearly identifies how behavioral needs are addressed, including measurable annual goals, specially designed instruction, related services, supplementary aids and services, and behavior intervention plans, as appropriate. All supports are individualized and data-driven and are designed to promote positive behavioral outcomes, access to the general education curriculum, and the provision of a free appropriate public education (FAPE) in accordance with IDEA and PDE requirements

**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 district provides ongoing training to all staff in de-escalation and proactive behavior support strategies to ensure a safe, supportive, and

respectful learning environment for all students. Selected staff members receive additional training in Professional Crisis Management (PCM), a comprehensive system focused on the prevention, safe management, and reduction of crisis situations, implemented in a manner that preserves student dignity and prioritizes safety. The district emphasizes preventative and instructional approaches, with the goal of minimizing the need for physical restraint, consistent with PDE guidelines and applicable state and federal regulations. The Local Education Agency (LEA) collaborates with a Board Certified Behavior Analyst (BCBA) who conducts Functional Behavioral Assessments (FBAs) and develops Positive Behavior Intervention Plans (PBIPs) for students requiring targeted behavioral interventions. Staff working with district students placed in Montgomery County Intermediate Unit (MCIU) programs or Approved Private Schools (APS) receive training in positive behavior supports and crisis intervention procedures, as appropriate, to ensure consistency in behavioral programming and compliance with IDEA, Chapter 14, and PDE requirements.

**3. Describe the School District's positive school wide support programs.**

At the elementary level, the district implements a schoolwide positive behavior support framework, CARES (Cooperation, Acceptance of Others, Respect, Eagerness to Learn, and Staying Safe). This framework establishes clear, consistent behavioral expectations and a shared language used by staff and students to promote positive social skills and appropriate behavior. Consistent implementation across settings supports a predictable, respectful school climate and allows staff to focus on reinforcing positive behaviors and teaching social-emotional skills, rather than relying on reactive disciplinary responses. Incentives and recognition are used to promote student engagement, while instruction is intentionally designed to foster intrinsic motivation, self-regulation, and social-emotional growth at developmentally appropriate levels. At the middle and high school levels, the district's behavioral framework is grounded in restorative practices, emphasizing respect, responsibility, accountability, and relationship-building. This approach is aligned with the district's Code of Conduct and supports a safe, inclusive, and supportive learning environment based on mutual respect and fairness. The goals of this framework include: Fostering an atmosphere of mutual respect and positive interdependence; Protecting the rights of students and staff through clear and consistent expectations; Promoting fair, reasonable, and equitable treatment for all students; Encouraging positive behavioral change, personal responsibility, and social growth; and Ensuring an inclusive environment free from discrimination, in compliance with all federal, state, and local laws. For students who require additional or individualized behavioral support, Positive Behavior Support Plans (PBSPs) are developed based on student data and, when appropriate, Functional Behavioral Assessments (FBAs). These plans are implemented across settings and aligned with each student's Individualized Education Program (IEP) to support success in the least restrictive environment (LRE). The district also partners with Aldersgate Counseling Services to provide school-based counseling and social-emotional learning programs that enhance students' coping skills, emotional regulation, and overall well-being, supporting access to the general education curriculum and the provision of a free appropriate public education (FAPE) in accordance with IDEA and PDE requirements.

**4. Describe the School District's school-based behavior health services.**

The Local Education Agency (LEA) ensures access to a comprehensive system of school-based behavioral health services designed to support the

emotional, social, and behavioral needs of students in the least restrictive environment (LRE) to the maximum extent appropriate. The district employs a multidisciplinary team that includes one elementary school counselor, three middle/high school counselors, one elementary school psychologist, and one middle/high school psychologist. These professionals provide direct services, consultation, and coordination of supports for students, staff, and families. The district maintains a continuum of behavioral health services, which includes individual and group counseling, social skills instruction, Functional Behavioral Assessments (FBAs), and the development and implementation of Positive Behavior Support Plans (PBSPs). School counselors and psychologists collaborate with teachers to promote positive classroom environments through the use of proactive strategies, behavioral observations, data collection and analysis, and the integration of social-emotional learning into daily instruction. In addition, the district collaborates with a Board Certified Behavior Analyst (BCBA) who provides consultation to IEP teams, conducts FBAs, and supports the development, implementation, and monitoring of individualized Positive Behavior Intervention Plans (PBIPs). This collaboration enhances the district's capacity to address complex behavioral needs using evidence-based practices aligned with student data. The district also utilizes grant funding, when available, to provide outside therapeutic services for students whose needs require additional clinical or therapeutic support. The district maintains strong partnerships with families and community mental health providers to promote continuity of care and support the generalization of behavioral and emotional skills across home, school, and community settings. Through these coordinated efforts, the district ensures that all students have equitable access to the supports necessary for academic, social, and emotional growth, in accordance with IDEA, Chapter 14, and PDE requirements.

**5. Describe the School District's restraint procedure.**

The School District of Jenkintown's Board Policy 113.2: Behavioral Supports establishes the district's commitment to the use of positive, research-based behavioral interventions and affirms that physical restraint is utilized only as a measure of last resort. The policy requires that all behavioral support programs be grounded in positive, instructional approaches rather than punitive practices, ensuring that students are treated with dignity and respect at all times. In alignment with Board Policy 113.2, the district's behavioral framework emphasizes the consistent use of preventative strategies, de-escalation techniques, and individualized Positive Behavior Support Plans (PBSPs) to address behavioral concerns proactively and reduce the likelihood of crisis situations. The policy clearly states that "the use of restraint shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, have been attempted and proven ineffective." Each student's Individualized Education Program (IEP) clearly documents how behavioral supports are implemented, including the circumstances under which restraint may be used, if applicable, as part of the PBSP. PBSPs are developed using data obtained through a Functional Behavioral Assessment (FBA), which examines the antecedents, consequences, and function of the behavior, as well as student-specific variables such as skill deficits, medical considerations, and environmental factors. Based on this data, the IEP team determines appropriate strategies, interventions, supplementary aids and services, and supports for school personnel to promote positive behavioral outcomes and prevent escalation. All district staff receive training in de-escalation and crisis prevention strategies to ensure safe and effective responses to behavioral concerns. Selected staff members receive additional training in Professional Crisis Management (PCM), an

evidence-based system designed to manage crisis situations safely, effectively, and respectfully, with an emphasis on prevention and de-escalation to avoid the use of restraint whenever possible. In the event that a restraint is necessary to protect the safety of the student or others, parents/guardians are notified immediately. The district convenes an IEP team meeting within ten (10) school days of the incident unless the parent/guardian provides a written waiver. During this meeting, the team reviews the incident and determines whether a new FBA is required, whether revisions to the PBSP are necessary, or whether changes to specially designed instruction, supports, services, or placement are warranted.

## 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 district currently reports no issues with providing a Free Appropriate Public Education (FAPE) to any student eligible for special education services. The district's special education staff and related service providers are highly qualified, experienced, and skilled in meeting the diverse needs of students with disabilities. They consistently demonstrate creativity and flexibility in designing and implementing instructional and behavioral supports that enable students to access the curriculum and make meaningful progress in the least restrictive environment (LRE). The Director of Special Education effectively utilizes the expertise and resources available through the Montgomery County Intermediate Unit (MCIU) and the Pennsylvania Training and Technical Assistance Network (PaTTAN). These collaborations ensure that staff have access to ongoing professional development, technical assistance, and specialized consultation in areas such as autism, behavior support, assistive technology, and transition planning. For students with intensive or low-incidence needs, the district accesses services through Intermediate Unit programs, Approved Private Schools (APSs), and other specialized private placements. These settings are used only when a student's educational needs cannot be appropriately met within district programs despite the implementation of supplementary aids, services, and supports. When concerns arise regarding a student's progress or current placement, the IEP team convenes to review the student's program and determine next steps. This may include modifying the IEP, adjusting supports, or conducting a re-evaluation to gather updated data on the student's current educational needs. The district follows a collaborative, data-driven process to ensure that decisions are based on the best interests of the student and aligned with IDEA and Chapter 14 regulations. If, after these steps, the district continues to experience difficulty in meeting a student's needs and ensuring FAPE, the Director of Special Education consults with the district's interagency representative to coordinate additional supports or services from community agencies. This collaborative process has been successfully utilized in the past to ensure continuity of services and compliance with state and federal requirements. Through these proactive measures, the School District of Jenkintown continues to uphold its commitment to providing a high-quality, equitable education that meets the individual needs of every student with a disability.

## Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SM	Multiple	Full-time (1.0)	03/05/2026 10:34 AM

<b>Building Name</b>		
Jenkintown SD		
<b>Support Type</b>		
Speech And Language Support		
<b>Support Sub-Type</b>		
Speech And Language Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		3
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Multiple	6 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
The students receive individual counseling services so they are not in the speech room at the same time.		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
SF	Secondary	Full-time (1.0)	01/13/2026 10:42 AM

<b>Building Name</b>		
Jenkintown Middle/High School		
<b>Support Type</b>		
Learning Support		

<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The students receive special education services with other students within the four year mandatory age range.		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LM	Elementary	Full-time (1.0)	01/13/2026 10:41 AM

<b>Building Name</b>		
Jenkintown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		11
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	9 to 11
<b>Age Range Justification</b>		<b>FTE %</b>
		0.22

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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SB	Secondary	Full-time (1.0)	01/13/2026 09:51 AM
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<b>Building Name</b>		
Jenkintown Middle/High School		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		14
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	13 to 18
<b>Age Range Justification</b>		<b>FTE %</b>
The students receive special education services with other students within the four year mandatory age range.		0.28

<b>FTE ID</b>	<b>Classroom Location</b>	<b>Full-time or Part-time Position?</b>	<b>Revised</b>
CJ	Secondary	Full-time (1.0)	01/13/2026 09:59 AM

<b>Building Name</b>		
Jenkintown Middle/High School		
<b>Support Type</b>		
Life Skills Support		
<b>Support Sub-Type</b>		
Life Skills Support (Grades 7-12)		
<b>Level of Support</b>		<b>Case Load</b>

Supplemental (Less Than 80% but More Than 20%)		13
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Secondary	12 to 20
<b>Age Range Justification</b>		<b>FTE %</b>
The students receive special education services with other students within the four year mandatory age range.		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
BH	Elementary	Full-time (1.0)	01/13/2026 10:19 AM

<b>Building Name</b>		
Jenkintown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		17
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	10 to 12
<b>Age Range Justification</b>		<b>FTE %</b>
		0.34

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
TP	Elementary	Part-time (0.5)	01/13/2026 10:22 AM

<b>Building Name</b>		
Jenkintown El Sch		
<b>Support Type</b>		
Learning Support		
<b>Support Sub-Type</b>		
Learning Support		
<b>Level of Support</b>		<b>Case Load</b>
Itinerant (20% or Less)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	7 to 9
<b>Age Range Justification</b>		<b>FTE %</b>
		0.16

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
LB	Elementary	Full-time (1.0)	01/13/2026 10:42 AM

<b>Building Name</b>		
Jenkintown El Sch		
<b>Support Type</b>		
Autistic Support		
<b>Support Sub-Type</b>		
Autistic Support		
<b>Level of Support</b>		<b>Case Load</b>
Full-Time (80% or More)		8
<b>Identify Classroom</b>	<b>Classroom Location</b>	<b>Age Range</b>
School District	Elementary	6 to 8
<b>Age Range Justification</b>		<b>FTE %</b>

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## Special Education Facilities

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

### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

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

2026-01-13
<b>Uploaded Files</b>

2Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown El Sch		A-210
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
19 feet, 5 inches x 27 feet, 9 inches	538sqft	19
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

3Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

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

#### 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown Middle/High School		D-115
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 6 inches x 33 feet, 2 inches	746sqft	26
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

5Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown Middle/High School		D-116
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated

<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
18 feet, 7 inches x 23 feet, 1 inches	428sqft	15
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

6Assurance 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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown Middle/High School		D-120A
<b>School Building</b>		<b>Building Description</b>
		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
23 feet, 2 inches x 29 feet, 6 inches	683sqft	24
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

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	
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown El Sch		A107
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
22 feet, 8 inches x 32 feet, 0 inches	725sqft	25
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

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		No
The location of the class has been maintained for at least 3 school years.	Yes	

<b>Building Name</b>		<b>Room #</b>
Jenkintown El Sch		A212A
<b>School Building</b>		<b>Building Description</b>
Elementary		A building in which general education programs are operated
<b>Classroom Measurements</b>	<b>Classroom Area Measurement</b>	<b>Max # of students in classroom</b>
16 feet, 1 inches x 13 feet, 1 inches	210sqft	7
<b>Implementation Date</b>		
2026-01-13		
<b>Uploaded Files</b>		

**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	
The location of the class has been maintained for at least 3 school years.	Yes	



## Special Education Support Services

### 10Special Education Support Services

<b>Special Education Support Services</b>	<b>Numerical Value</b>	<b>Primary Location</b>	<b>Contractor or District</b>
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	.6	District Wide	Contractor
Guidance Counselor	1	Elementary	District
Guidance Counselor	3	Secondary	District
Paraprofessionals	5	Elementary	District
Paraprofessionals	5	Secondary	District

## Special Education Personnel Development

### Autism

<b>Description of Training</b>			
Action Steps for 2026-2029 -The district will provide targeted professional development focused on evidence-based practices for students with Autism. Training opportunities will include Social Thinking strategies, Registered Behavior Technician (RBT) coursework, and implementation of augmentative and alternative communication (AAC) systems. Staff will apply learned strategies to improve communication, social interaction, and behavioral outcomes for students with Autism.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Building Principals, and Special Education Staff		2027 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers Other

### Positive Behavior Support

<b>Description of Training</b>	
Action Steps for 2026-2029-The district will provide professional development for all staff on trauma-informed teaching, Positive Behavior Supports (PBS), and Applied Behavior Analysis (ABA) techniques to strengthen prevention and intervention practices. The Student Assistance program (SAP) and Multi-Tiered System of Support (MTSS) teams will collaborate to implement evidence-based interventions addressing the social, emotional, and behavioral needs of all students.	
<b>Lead Person/Position</b>	<b>Year of Training</b>
Director of Special Education, Building Principals, School Psychologists, and SAP/MTSS Teams	2026 2028 2029

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 2026-2029-The district will provide paraprofessionals with at least 20 hours of annual professional development, in accordance with Pennsylvania regulations. Training will focus on the use of augmentative and alternative communication (AAC) devices, de-escalation techniques, and best practices for supporting students in inclusive classrooms. These professional learning opportunities will strengthen paraprofessionals' ability to promote communication, independence, and positive behavior among students with diverse needs..			
Lead Person/Position		Year of Training	
Director of Special Education, Building Principals, and Special Education Staff		2026 2027 2028 2029	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District Intermediate Unit PaTTAN Other	Paraprofessionals

## Transition

<b>Description of Training</b>			
Action Steps for the 2026-2029 -Over the next three years, the district will provide professional development using PaTTAN’s Effective Practices of Transition Planning modules. These six modules address the seven required components of Indicator 13, including age-appropriate transition assessment, measurable postsecondary goals, coordinated activities, and student involvement in IEP development. Training will be provided to special education teachers, school counselors, and related service staff to ensure consistent and compliant transition planning across all secondary IEPs.			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Transition Coordinator, and Secondary Special Education Teachers		2026 2028 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	PaTTAN	Special Education Teachers Other

## Science of Literacy

<b>Description of Training</b>			
Action Steps for 2026-2029-The district will provide professional development for all instructional staff focused on the principles and components of structured literacy, including phonological awareness, phonics, fluency, vocabulary, and comprehension. Training will emphasize explicit, systematic, and cumulative instructional methods that align with the Science of Reading. Staff will participate in workshops, coaching sessions, and collaborative planning opportunities to strengthen implementation in both general and special education classrooms. The district will also provide targeted support for special education teachers and interventionists to ensure consistent delivery of structured literacy practices and alignment with students’ Individualized Education Programs (IEPs).			
<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Curriculum and Instruction, Director of Special Education, Reading Specialists, and Building Principals		2026 2027 2028	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>

1	3	District Intermediate Unit PaTTAN Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers
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### Parent Training

Description of Training			
Action Steps for 2026-2029-The district will provide parent training sessions focused on key areas of the special education process, including the IEP process, parental rights and procedural safeguards, parents will receive training on MCIU services, community and behavioral health supports, advocacy organizations, and transition resources for secondary students. Trainings will be offered annually through in-person workshops, virtual sessions, and resource materials to ensure accessibility for all families.			
Lead Person/Position		Year of Training	
Director of Special Education, School Psychologists, and Building Principals		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
1	3	District	Parents

### IEP Development

Description of Training
Action Steps 2026-2029- The district will provide professional development for special education teachers and related service providers on developing standard-aligned, data-driven IEP goals in Language Arts, Mathematics, and Behavior. Training will focus on using assessment data, progress monitoring tools, and evidence-based instructional strategies to design measurable, standards-based goals. Collaborative sessions will also be held to promote consistency and alignment across grade levels.

<b>Lead Person/Position</b>		<b>Year of Training</b>	
Director of Special Education, Building Principals, and Instructional Coaches		2026 2027 2029	
<b>Hours Per Training</b>	<b>Number of Sessions</b>	<b>Provider</b>	<b>Audience</b>
1	3	Intermediate Unit PaTTAN	Special Education Teachers Other

## Signatures & Affirmations

Approval Date

### Uploaded Files

Special Ed plan board approval.pdf

- 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**

