

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 170
School District Total Student Enrollment 648
Percent of Students Receiving Special Education 26.2

Steering Committee

Name	Position/Role	Building	Email
Brian Jackson	Superintendent	West Greene SD	jacksonb@wgsd.org
Brian Jackson	Director of Special Education	West Greene SD	jacksonb@wgsd.org
Eric Gaydos	Director of Curriculum	West Greene SD	gaydose@wgsd.org
Erin Shiflett	Other	West Greene SD	shiflette@wgsd.org
Scott Sakai	Building Principal	West Greene JSHS	sakais@wgsd.org
Donald Painter	Building Principal	West Greene El Ctr	painterd@wgsd.org
Jeanine Wilcox	General Education Teacher	West Greene JSHS	wilcoxj@wgsd.org
Jill Stoffa	General Education Teacher	West Greene El Ctr	stoffaj@wgsd.org
Tonya Meek	Special Education Teacher	West Greene JSHS	meekt@wgsd.org
Brandy Rohrer	Special Education Teacher	West Greene El Ctr	rohrerb@wgsd.org
Kayla Balint	Parent	West Greene SD	kaylabalint@gmail.com
Haley Bissett	Special Education Teacher	West Greene JSHS	bissetth@wgsd.org
Michael Hildreth	Board Member	West Greene SD	hildrethm@wgsd.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)

Improvement and Planning Activity
Although the most current special education data report (2019-20) indicates that the West Greene School District met the SPP for race, ethnicity, and disability, the district was notified in February 2022 that the LEA had been identified as demonstrating significant disproportionality for students identified as white with intellectual disability. Therefore, the following improvements/planning activities will be implemented by the district. 1) Upon review of student records the LEA determined if a re-evaluation of students with ID was needed. 2) The LEA received 15% of flow through funds to address factors to contributing to the significant disproportionality and will use those funds to hire additional interventionists in order to decrease the number of students identified as ID.

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)

Improvement and Planning Activity

At this time, no data is available to determine if this is an area of need. This is due to the pandemic.
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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 Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities
<p>In order to identify trends and document observations West Greene School District personnel reviewed special education records for the 2021-22 school year as well as the US Census. As a result it was learned that there was a total of 34 students (K-12) at the start of the school year identified as intellectual disability. More specifically these students were comprised of one student moving into the district identified as ID, one student was evaluated and qualifying as ID, one student enrolling and qualifying as ID, and one student who was previously identified as ES and was re-evaluated in November 2021 and qualified as ID. For the previous three years West Greene students with ID has been significant as noted by the department of education. However, more recently these numbers have continued to rise at a concerning level. West Greene attributes the increase of students with ID to the following factors: demographically, West Greene is located in a rural area of southwestern PA with a student population 650 students in grades K-12 within a 256 square mile radius. Another significant factor is the rate of poverty in our district. More than 50% of our student population are eligible for free and reduced lunches. In addition, the 2020 census indicates that Greene County's population is 94.3% white only as compared to the national percentage of 76.3%.</p>	<p>District will review all students in the district identified as intellectual disability. The IEP team will determine if a re-evaluation of these identified students warrants a re-evaluation. If a re-evaluation occurs the MDE team will convene to discuss the re-evaluation results to determine the appropriate educational category.</p>

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.)

If a student in the West Greene School District enrolls and it is discovered that a student does receive 1306 services, it is first determined whether they have been identified as an exceptional student. These records are immediately requested from the previous school district; collaborative contacts with the sending school via telephone to determine the student's needs and what specially designed instruction had been most recently implemented. An individual education plan meeting is convened at the earliest time possible. This meeting is with a multidisciplinary team that includes all invested parties i.e., parents/guardians, students, providers, or any other community services. If a student with foster care services enrolls in the West Greene School District and has not been determined to be an exceptional student in need of specially designed instruction, the procedure is dictated by school district policy and administration guidance. At West Greene there are several resources for students who may have difficulty adjusting to their foster care placement. These same resources are available to all students who have either academic, behavioral, or social needs. They include but are not limited to student assistance programs, school counselors, tutoring, and school-based outpatient mental health services, and psychological/social work services. In addition, if a student's 1306 placement changes the district contacts the new facility and ensures that the receiving school district associated with the new facility is aware of West Greene's involvement with the student. Every attempt is made to continue frequent and regular contact with all involved.

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

West Greene is in frequent contact with the 1306 provider via participation in all mental health meetings, special education meetings as well as parental/guardian contact when appropriate. The district always hopes for a transition back to West Greene. With this goal in mind, when it is determined by the IEP team the student is ready for a least restrictive environment, the district is creative in their planning to meet the individualized needs of the student. This includes scheduling opportunities such as a gradual transition to West Greene. For example, one to two days a week with an anticipated gradual increase to a full-time return to the West Greene School District. During this transition the student is provided with all necessary accommodations and specially designed instruction. This may include transportation, behavioral schedules, classroom aides, etc.

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).

The West Greene School District has a significant history of regular and frequent communication with Human Service Providers in the Greene County area. These services include but are not limited to Greene County Children and Youth Services, Greene County IDD Program, and Greene County Probation office. In addition, West Greene School District is always receptive to parent/guardian communication concerning their child. If a West Greene student is placed by the court system, communication between the court, the facility, the school district as well as the parent/guardian is completed to ensure FAPE. During this contact, information concerning the student's unique educational need is discussed and a plan is developed and monitored throughout the student's placement. Ongoing monitoring occurs for all incarcerated students via telephone contacts, attendance at IEP meetings, maintaining a database, bi-monthly visits to programs, and monthly meetings with the center-based supervisor as well as frequent parent/guardian communication. It is always the districts intention for an incarcerated youth to have a successful transition back to West Greene.

Least Restrictive Environment

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

The 2019-2020 Special Education Data Report indicates that the West Greene School District educates 63.2% of special education students in the regular education class for 80% or more of the school day compared to the state average of 61.5%. The data also indicates that 9.6% West Greene special education students spend less than 40% of their time in the regular education classroom and 4.8% of special education students receive their education in other settings. Based on this report, West Greene's effort to improve the special education process begins with implementation of interventions (academic, behavioral, or social) through the Multi-Tiered System of Supports (MTSS). Students receive interventions at Tiers I and II in order to determine if they are capable of making adequate progress without referral for Multi-disciplinary team evaluation. If a student is moved to Tier III, they are referred to the Instructional Support Team (IST) for an evaluation for special education services. However, students continue to receive interventions through MTSS at the Tier III level during the IST process.

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?

When a student in the West Greene School District demonstrates an academic need, the following interventions/strategies may be utilized but are not limited to the following: specialized seating within the classroom setting, assessment of the students' learning style (auditory, visual or kinesthetic learner), parent/guardian contact, providing manipulatives, test modification, frequent drill and practice as well as movement breaks. As to students demonstrating social/emotional needs the district will provide them with the following but not necessarily limited to behavioral charts, frequent reinforcement of positive behaviors, forced choices, highly structured environments, guided social opportunities, creative scheduling, use of a paraprofessional, counseling/social work services, token economy, modified expectations, sensory awareness, related services (OT, PT, Speech, Vision, Hearing), and training for staff in behavioral modification techniques.

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

The West Greene School District provides administration, teachers, and paraprofessionals training during all Act 80 days throughout the school year. Training topics cover; inclusion and co-teaching models, autism, transition, paraprofessional, specially designed instruction, MTSS/ Instructional Support Process, and identification process for students. Monitoring and the implementation of this training is an ongoing process through teacher and parent input, classroom observations, informal assessments, and a review of student records. If monitoring indicates there is a need for additional information the IEP team is convened at the earliest possible time to discuss student needs as well as placement. Through the IEP team, academic programming continues to be assessed as the students' needs warrants. Always with the understanding that least restrictive environment is the goal for all students. Academic programming for students with identified needs may be to adjust specially designed instruction for success in the general education curriculum. Keeping in mind specially designed instruction encompass social/emotional and behavioral needs.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students in the West Greene School District have an equal opportunity to participate in all the schools' extracurricular activities with their non-disabled peers. When an identified student expresses an interest to participate in extracurricular activities the IEP team convenes and discusses the appropriate SDIs needed for the student to be successful. Based on the IEP team decision students may receive special transportation, an aide, modified equipment and or use of assistive technology.

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 West Greene School District does not exclude students with disabilities the opportunity to participate in extracurricular activities who have been placed in private institutions. The district procedures include the following: Attendance at all meetings regarding the student (IEP, mental health, court), site visits when there is an opportunity, and ongoing monitoring through parent and teacher communication. At the annual or convened IEP meeting the team decides the necessary specially designed instruction to enable the student to participate in extracurricular activities.
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)
 At the present time West Greene provides our students with the opportunity to participate in Student Assistance Programs, MTSS/ Instructional Support Teams, School Wide Positive Behavior Support, the Peer Mentoring Program, and the Homeless Initiative. In addition, because West Greene has a strong value system that prioritizes the needs of addressing the (whole) student, the district offers school-based resources such as food, clothing, and counseling services. By addressing the needs of the whole child West Greene School is increasing the chances of success for our student population. In addition, West Greene is in the initial implementation process for MTSS. West Greene is also continuing to work with families and community leaders in expanding our capacity to address the needs of the whole child. This includes ongoing and the further development of mental health services, dental services as well as social emotional needs.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
IU1 Waynesburg Campus	Other	Other Public Facility (Nonresidential)	Intermediate Unit 1	Emotional Support	2
Watson Institute	Approved Private School (APS)		Private	Autistic Support	1
Andromeda House	Other	Residential Treatment Facility	Perseus House	Emotional Support	1
Gemma Services	Other	Residential Treatment Facility	Colonial School District	Emotional Support	1

Positive Behavior Support

Date of Approval
2009-03-26

Uploaded Files
20220523083739140.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The West Greene School District provides for all students the following services: Student Assistance Team, School Based Counseling, telepsychiatry, school therapist, two school counselors, peer counselors, two full time nurses, Resource Officer, Social Worker, and School Psychologist. These individuals provide support for the emotional needs for all students. In addition, to these school-based services, collaboration with community providers such as in home behavioral health services, outpatient counseling/psychiatric services, juvenile justice and children and youth services are ongoing. Functional Behavior Assessments are completed when the IEP team determines a need for a positive behavior support plan.

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 West Greene School District's Resource Officer provides yearly training for all paraprofessionals and special education teachers on Safety Care Training. This training provides preventive techniques as well as using positive approaches for inappropriate behaviors and also teaches staff the appropriate ways to de-escalate behaviors. In addition, the district consults with Intermediate Unit 1 for supplementary supports regarding behaviors through classroom observations or trainings. West Greene also supports the staff with ongoing individual consultations, trainings, and collaboration to address individual concerns.

3. Describe the district positive school wide support programs.

West Greene has implemented at the elementary level a school wide Positive Behavior Intervention Support (PBIS). This is a comprehensive multi-facet program that was implemented several school years prior to COVID. West Greene was supported by the Intermediate Unit 1 in its implementation. Monitoring occurred with a core team that met at regular intervals. Data collection occurred and was evaluated/discussed at weekly staff meetings. Although success was experienced, due to COVID, the program was suspended temporarily with the hope that it will be returning in the near future. It is important to note that West Greene will be implementing a new program called "The 7 Mindsets" in the fall of 2022. This program includes a curriculum that our teachers K-12 will implement on a weekly basis. It creates a culture of trust, belongingness and significance through strong relationships and connections. This allows our teachers to gain confidence and comfort in order to inspire and empower them.

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

District school based related health services as indicated earlier, empathizes a whole child approach. Therefore, the district staffs include individuals who are trained as mental health providers and behavioral specialists. In addition, trainings occur throughout the year in specific areas of needs such as autism, trauma, and behavior. This training and communication occur in collaboration with school staff, parents/guardians, and community providers.

5. Describe the district restraint procedure.

Restraints are considered a measure of last resort and may be used: to control acute or episodic aggressive or self-injurious behavior, only when the student is acting in a manner as to be a clear and present danger to himself/herself, or others, when less restrictive techniques have been proven to be less effective, only by staff who are fully trained in both nonrestrictive methods of crisis intervention or physical restraint, and only when included in the IEP. The use of restraints to control the aggressive behavior of a student dictates the school to notify the parents the use of a restraint, scheduling an IEP meeting to be convened within 10 school days of the use of a restraint, issuing the Invitation to Participate in the IEP meeting due to a restraint. It is important to note that parents/guardians may waive the IEP meeting in writing as documented on the invitation. If an IEP meeting is held, the IEP team shall consider: a functional behavior assessment, re-evaluation, new or revised positive behavior support plan, a change in placement to address the inappropriate behavior, including emergency procedures in the IEP for students that require restraints, the IEP must indicate its use of restraints, de-escalation techniques and how restraints will be used only with Positive Behavior Support and with the teaching of socially acceptable behavior, and a plan to eliminate restraints. The use of restraints can be included in the IEP only when: used with specific component elements of positive behavior support, used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior, staff are authorized to use the procedure and have received the required training, there is a plan in place for elementary for the use of restraint through the application of positive behavior support. Prone restraints/being held face down on the floor are prohibited. Mechanical restraints may be employed only when specified by the IEP as determined by a medical professional and agreed to by the parents. Examples: seatbelts in wheelchairs or toilets, safety harness, positioning devices. Aversive techniques are inappropriate and may not be used. Aversive techniques include corporal punishment, locked rooms, boxes, or other structures from which the student cannot readily exit, deprivation of basic human rights, such as withholding meals, fresh air or water, treatment of a demeaning nature, punishment for a manifestation of the disability, noxious substances, suspensions constituting a pattern, electric shock, and methods implemented by untrained personnel. Allowable techniques include briefly holding, without force, a student to calm or comfort, guiding a student to an appropriate activity, holding a student's hand to safely escort from one area to another. Emergency procedures may include parent contact to immediately remove the student from school, notifying the police, notifying outside agencies (Centerville Clinic Mental Health, Intellectual Developmental Disabilities, Children and Youth Service, etc.), calling emergency services/ambulance, Safety Care Training, and suspension/expulsion.

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.

At this time, the LEA has been able to provide FAPE for all students with disabilities. However, if this situation were to arise the district would involve the intensive interagency process. If this were to occur, the district would enlist the services of the IU 1 Interagency Coordinator and the county's Child and Adolescent Services System Program (CASSP) for assistance in designing and providing a program which meets the child's educational service needs. The CASSP Coordinator schedules timely meetings with representatives from essential community service providers, the school, the parent, and the student. The parent is contacted and information is gathered and reviewed to determine necessary service providers. The school district works collaboratively with other team members to find programs which can address the student's needs or to develop new programs which will accomplish this same goal. The district has utilized the services of the IU 1 Interagency Coordinator, Greene County CASSP coordinator and the Interagency Coordinator from PaTTAN in the past to address these student issues. The district would utilize the services of the IU1 Interagency Coordinator, the county CASSP coordinator, and the Interagency Coordinator from PaTTAN in the past to address these student issues. The district Lead Support Teacher consults with the IU1 Interagency Coordinator on a regular basis. The district has not had to engage in an intensive interagency approach to appropriately educate students; the approach is not currently linked to program improvement and/or capacity building. Currently, all district students are being appropriately educated and FAPE is being provided. During the past few school years, the district has encountered complex child and family needs where interagency collaboration has opened up communication between family, community, and school.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Blind/ Visually Impaired	Multiple	Part-time (0.5)	05/23/2022 12:54 PM

Building Name		
West Greene SD		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades kindergarten through twelve may receive Blind/ Visually Impaired Support services and require an age range waiver.		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
Speech and Language	Multiple	Full-time (1.0)	05/23/2022 12:50 PM

Building Name		
West Greene SD		
Support Type		

Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		65
Identify Classroom	Classroom Location	Age Range
School District	Multiple	5 to 21
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades kindergarten through twelve may receive Speech and Language Support services and require an age range waiver.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-12 Life Skills	Secondary	Full-time (1.0)	05/23/2022 12:49 PM

Building Name		
West Greene JSHS		
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%)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 21
Age Range Justification		FTE %

A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades seven through twelve may receive Life Skills Support services and require an age range waiver.	0.6
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Building Name		
West Greene JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 21
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades seven through twelve may receive Life Skills Support services and require an age range waiver.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-12 Emotional Support	Secondary	Full-time (1.0)	05/23/2022 12:45 PM

Building Name		
West Greene JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 18
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades seven through twelve may receive Itinerant Emotional Support Support services and require an age range waiver.		0.12

Building Name		
West Greene JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 18
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades seven through twelve may receive Itinerant Emotional Support Support services and require an age range waiver.		0.45

Building Name		
West Greene JSHS		
Support Type		
Emotional Support		

Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Full-Time (80% or More)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	11 to 18
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades seven through twelve may receive Itinerant Emotional Support Support services and require an age range waiver.		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10-12 LS	Secondary	Full-time (1.0)	05/23/2022 12:29 PM

Building Name		
West Greene JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.74

Building Name		
West Greene JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
8-10 LS	Secondary	Full-time (1.0)	05/23/2022 12:29 PM

Building Name		
West Greene JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.25

Building Name
West Greene JSHS

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.74

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7-8 LS	Secondary	Full-time (1.0)	05/23/2022 12:30 PM

Building Name		
West Greene JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		37
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.74

Building Name		
West Greene JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-6 LS	Elementary	Full-time (1.0)	05/23/2022 12:30 PM

Building Name		
West Greene El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		20
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades three through six may receive Supplemental Learning Support services and require an age range waiver.		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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K-6 ES/ 3-6 LS	Elementary	Full-time (1.0)	05/23/2022 12:31 PM
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Building Name		
West Greene El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. There may be students in grades K-6 who require Itinerant Emotional Support services.		0.24

Building Name		
West Greene El Ctr		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %

A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. There may be students in grades K-6 who require Supplemental Emotional Support services.	0.25
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Building Name		
West Greene El Ctr		
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	8 to 12
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades three through six may receive Itinerant Learning Support services and require an age range waiver.		0.24

Building Name		
West Greene El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %

A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Students in grades three through six may receive Itinerant Learning Support services and require an age range waiver.	0.25
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3-6 LS Inclusion	Elementary	Full-time (1.0)	05/23/2022 12:31 PM

Building Name		
West Greene El Ctr		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		50
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-3 LS SC	Elementary	Full-time (1.0)	05/23/2022 12:32 PM

Building Name		
West Greene El Ctr		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. There may be third grade student receiving Supplemental Learning Support services who turns nine during the school year and will continue to receive Learning Support services at the Supplemental level from the K-3 Learning Support teacher.		0.75

Building Name		
West Greene El Ctr		
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	5 to 9
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. There may be third grade student receiving Supplemental Learning Support services who turns nine during the school year and will continue to receive Learning Support services at the Supplemental level from the K-3 Learning Support teacher.		0.24

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
K-3 Autistic Support/ Life Skills	Elementary	Full-time (1.0)	05/23/2022 12:32 PM

Building Name		
West Greene El Ctr		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Due to severity of need, there may be a student in third grade who is nine years of age and would continue to qualify for supplemental Autistic Support services, and the K-2 Autistic Support classroom may be a more appropriate placement.		0.75

Building Name		
West Greene El Ctr		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %

A statement will be written into student's IEP indicating age differences. Parents will also sign an age range waiver informing them of the age range of their child's special education program and their child's IEP will not be adversely affected by this change. Their child's needs will be met through the student's IEP. Due to severity of need, there may be a student in third grade who is nine years of age and would continue to qualify for supplemental Autistic Support services, and the K-2 Autistic Support classroom may be a more appropriate placement.

0.25

Special Education Facilities

Building Name		Room #
West Greene El Ctr		109
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 6 inches x 24 feet, 6 inches	722sqft	25
Implementation Date		
2022-05-23		
Uploaded Files		
109.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 #
West Greene El Ctr		305
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 3 inches x 32 feet, 6 inches	755sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		
305.pdf		

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 #
West Greene El Ctr		505
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 5 inches x 19 feet, 6 inches	456sqft	16
Implementation Date		
2022-05-23		
Uploaded Files		
306-307-308-503B-505-507.pdf		

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 #
West Greene El Ctr		507
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 7 inches x 35 feet, 5 inches	835sqft	29
Implementation Date		
2022-05-23		
Uploaded Files		
306-307-308-503B-505-507.pdf		

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 #
West Greene El Ctr		503B
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
14 feet, 5 inches x 15 feet, 6 inches	223sqft	7
Implementation Date		
2022-05-23		
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 #
West Greene JSHS		601
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
26 feet, 9 inches x 31 feet, 10 inches	851sqft	30
Implementation Date		
2022-05-23		
Uploaded Files		
105-601-605.pdf		

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 #
West Greene JSHS		105
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
32 feet, 7 inches x 28 feet, 2 inches	917sqft	32
Implementation Date		
2022-05-23		
Uploaded Files		
105-601-605.pdf		

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 #
West Greene JSHS		306
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
28 feet, 1 inches x 9 feet, 6 inches	266sqft	9
Implementation Date		
2022-05-23		
Uploaded Files		

306-307-308-503B-505-507.pdf

8 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 #
West Greene JSHS		307
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
15 feet, 2 inches x 18 feet, 4 inches	278sqft	9
Implementation Date		
2022-05-23		
Uploaded Files		
306-307-308-503B-505-507.pdf		

9 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 #
West Greene JSHS		308
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
9 feet, 5 inches x 15 feet, 3 inches	143sqft	5
Implementation Date		
2022-05-23		
Uploaded Files		
306-307-308-503B-505-507.pdf		

10Assurance 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 #
West Greene JSHS		605
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
81 feet, 2 inches x 69 feet, 10 inches	5668sqft	202
Implementation Date		
2022-05-23		
Uploaded Files		

11 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 #
West Greene El Ctr		201
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 26 feet, 0 inches	728sqft	26
Implementation Date		
2022-05-23		
Uploaded Files		
201.pdf		

12 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	

Special Education Support Services

13Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Transition Coordinator	1	District Wide	District
Paraprofessionals	9	District Wide	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	1	District Wide	Contractor
Occupational Therapist	1	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	2	District Wide	District
Other	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism training's will be held during Act 80 days of each school year to increase the staff's awareness of autism. Trainings will provide teachers with the necessary skills when working with behaviors, emotions and communication needs of students with autism.			
Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Applied Behavior Analysis: Verbal Behavior Team Select is designed to provide training and consultation to districts implementing Verbal Behavior with students diagnosed with language delays, intellectual disabilities, and/or Autism Spectrum Disorders. IU1 staff have designed this series to build capacity within districts, so that staff can begin and maintain evidence-based ABA instruction as well as design related curriculum and programming related to student VBMAPP assessments. Training and consultation fade systematically over time as participants become more skilled and independent in ABA strategies.			
Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	13	Intermediate Unit	Building Administrators Paraprofessionals Special Education Teachers

Positive Behavior Support

Description of Training			
Annual staff development during Act 80 days to provide district staff training in the areas: discipline, School-wide Positive Behavior Support, Functional Behavioral Assessments, Positive Behavioral Support Plans, and the Student Assistance Program (SAP). Evidence of these training's include: agenda's, flyers, and sign in sheets.			

Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	2	District Intermediate Unit	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Paraprofessional

Description of Training			
Paraprofessional will receive training on all Act 80 days during the school year related to the following topics: Confidentiality, Safety-Care, Behavior Support, CPR/First Aid (every other year), Chapter 14 regulations, and ACCESS Billing. Paraprofessionals will also be provided the opportunity to participate in online training via the Framewelder website on a variety of topics and content related to special education. Evidence of these training's include: agenda's, flyers, certificates of attendance, and sign in sheets.			
Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	District Intermediate Unit	Paraprofessionals

Transition

Description of Training	
Trainings will be held during Act 80 days or designated days throughout the school year to provide the necessary information regarding Indicator 13. These trainings will assist students with disabilities to prepared them with the necessary skills and knowledge to be successful in the workplace after graduation. Evidence of these training's include agenda's, flyers, and sign in sheets.	
Lead Person/Position	Year of Training

Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Intermediate Unit	Special Education Teachers

Science of Literacy

Description of Training			
Trainings during Act 80 days to provide staff with effective practices for reading and writing development. Topics for training will include a Multi-Tiered System of Support (MTSS) and using district data for decision making. Evidence of these training's include agenda's, flyers, and sign in sheets.			
Lead Person/Position		Year of Training	
Lead Support Teacher/Academic Director		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
2	2	District Other	Building Administrators Central Office Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers Other

Parent Training

Description of Training			
Annual parent training will be conducted throughout the school year. These trainings will provide parents and guardians with information regarding Transition, Autism, Special Education Process, Community Resources, OVR, and Effective Behavior Practices. Evidence of these training's include agenda's, flyers, and sign in sheets.			
Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience

1	3	District Other	Parents
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IEP Development

Description of Training			
Act 80 days will allow special education teachers additional trainings and time for IEP development. Additional trainings for Jr/Sr high school special education teachers regarding transition services. In addition special education teachers will receive annotated versions of an IEP to assist in writing annual IEP's. Evidence of these training's include agenda's, flyers, and sign in sheets.			
Lead Person/Position		Year of Training	
Lead Support Teacher		2022-2025	
Hours Per Training	Number of Sessions	Provider	Audience
3	2	District Intermediate Unit	Special Education Teachers

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

