



West Greene SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

1367 Hargus Creek Road
Waynesburg, PA 15370
(724)499-5183
Superintendent: Brian Jackson
Director of Special Education: Laura Walters

Planning Committee

Name	Role
Jed Hamberger	Administrator : Professional Education Special Education
Don Painter	Building Principal : Professional Education Special Education
Scott Sakai	Building Principal : Professional Education Special Education
Melissa Berry	Ed Specialist - School Counselor : Professional Education Special Education
Kimberly Cowden	Ed Specialist - School Counselor : Professional Education Special Education
Lurea Doody	High School Teacher - Regular Education : Professional Education Special Education
Jackie Slogan	Middle School Teacher - Special Education : Professional Education Special Education
Laura Walters	Special Education Director/Specialist : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 156

Identification Method

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

The West Greene School District (WGSD) elects to use the Discrepancy Model to determine eligibility for identifying students with specific learning disabilities.

Prior to formalized testing, (at the elementary) unless requested by a parent, the child participates in the IST (Instructional Support Team) program. This process allows for both teacher and parent to look at the academic problem in more depth. Research-based strategies are utilized for approximately 6 weeks. Following the end of the six weeks, if the child is not demonstrating academic growth, a formal evaluation is completed. A child that is demonstrating progress continues with the IST process. As per federal law, the child must first be provided modifications and interventions within the least restrictive environment.

In WGSD, to determine the presence of a specific learning disability, school psychologists use the Ability-Achievement Discrepancy Analysis model. Standardized tests of ability and achievement such as the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) and the Wechsler Individual Achievement Test-Third Edition (WIAT-III) would be administered to students. The student's scores are then reviewed by a school psychologist to determine if a significant discrepancy exists between the predicted standard score (based on the student's IQ score), and his/her actual achievement scores on the standardized achievement assessment measuring a variety of subject areas.

For example, a "significant discrepancy" would be evident by a measured difference between a student's predicted standard scores on the WIAT-III subtests (based upon his or her measured IQ scored on the WISC-V) and the student's actual standard score on the WIAT-III subtests at the .05 level. If there is a significant discrepancy between the predicted achievement score(s) and the actual achievement score(s) at the .05 level, then the presence of a specific learning disability in that particular subject or subjects is detected.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: HYPERLINK "https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx" <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Information from the 2017/18 Special Education Data Report indicates that the level of special education students, as compared to general education students for West Greene, is 21.0% compared to Pennsylvania's 16.9%. Some of this discrepancy (4.1%) can be attributed to elevations in the subcategories of intellectual disability, specific learning disability, and other health impairment. Respectively, these discrepancies are 3.8% (specific learning disability), 12% (Intellectual Disability), and 2.7% (Other Health Impairment). It is important to note that this discrepancy is increasing, and that WGSD is implementing policies and strategies to address state expectations.

WGSD provides students with a comprehensive program that includes prevention and intervention for those students who are at risk for emotional disturbance. This program includes community resources, parental involvement, and school based mental health services which reduce the number of students who would qualify for emotional support services. Based on the special education data report from 2017-18 there were no students who were identified as emotional disturbance. However, students who qualified under the categories of ID, OHI, and SLD were serviced in an emotional support classroom setting in grades 7-12 as determined by the IEP team and needs of the student.

As to students who qualify for speech and language services only, according to the special education data report of 2017-18 there were 7.8% district wide. This is a significantly lower percentage compared to the state-wide average of 14.5%. We continue to implement a rigorous screening process at the elementary level to identify students who are at risk of speech impairments. Beginning in the 2018-19 school year, WGSD was able to reduce our staff to one speech and language therapist in grades K-12. This individual continues to emphasize classroom-based interventions such as appropriate speech, sound production, articulation, and role modeling in order to develop speech and language skills prior to identifying students for these services at all district levels.

Non-Resident Students Oversight

How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code

1. WGSD does not have a Section 1306 facility within our geographic boundaries. However, if the WGSD were a host district for a 1306 facility, WGSD would follow all appropriate regulations of PA code applicable to the education of students placed or residing in non-educational facilities, such as residential treatment facilities, other residential facilities, licensed shelters, group homes, drug and alcohol treatment centers and detention homes. For a child with a disability or an IEP, WGSD as host district, along with the parent(s), would first consider the educational placement options in WGSD's public schools. If WGSD as host district and the parent(s) would determine that an alternative educational setting would be more appropriate, it would be the responsibility of WGSD as host district to provide the student with FAPE, and any required special education and services necessary to achieve FAPE, for each student with a disability and/or IEP placed or residing in each 1306 facility. Under 22 PA Code, Chapter 14, and IDEA, WGSD as host district would be responsible for educational placement decisions, as well as making decisions regarding goals and specially designed instruction, through the IEP team process.

As well as ensuring FAPE, host districts have the same Child Find responsibilities for students in 1306 facilities as they would for any other student residing within the school district's geographic boundaries. This means that WGSD as host district would be responsible for locating, identifying, and evaluating all 1306 students who would have suspected disabilities. If a host district suspects that a student may be eligible for special education services, it is the responsibility of the host district to initiate the evaluation for special education process and seek informed consent from an individual who meets the definition of a parent under IDEA.

2. When a student from WGSD is placed or residing in a 1306 facility in another LEA, a representative from WGSD, most commonly the Supervisor of Special Education will communicate with the LEA representative from the host School District of 1306 facility to facilitate participation in IEP team meetings. Participation frequently occurs through phone conferences for IEP team meetings but does allow WGSD to be an active participant in the decision-making process for students who are residing in 1306 facilities in other host school districts. This communication and participation in meetings does help to ensure that West Greene students are receiving FAPE in the Least Restrictive Environment when placed in 1306 facilities in other host districts.

If WGSD were a host district to a 1306 facility, they (as the host district) would be responsible for maintaining contact with the students' resident school districts for the purpose of keeping the resident school district informed of its plans for educating the student and seeking the advice and input of the resident district in regard to each student. The host district is also responsible for appointing a surrogate parent if no individual who meets the legal definition of a parent of a student can be located.

If a student with a current IEP from his/her resident school district enters a 1306 facility, it is the responsibility of the host district to initiate an IEP team meeting as soon as possible to consider placement options to ensure that FAPE is being offered to the student in the Least Restrictive Environment. The host district should offer comparable educational services to those in the existing IEP until or unless the agreed upon placement in the student's IEP is revised by the IEP team.

3. At this time, there are no identified problems or barriers. When a student is residing in a 1306 facility, the only potential problem/barrier would be lack of communication between the host School District and WGSD. If WGSD is not made aware of the location of a student residing in a 1306 facility, participation in educational decision-making would obviously not be possible. Keeping lines of communication open is an ongoing goal to ensure that students are receiving FAPE when they are outside the district's boundaries.

If WGSD were a host district, the rapid receipt of student records from resident school districts would be the only possible potential barrier to providing FAPE in a timely manner. For a student already identified as a special education student, the host district should be convening an IEP team meeting without delay to determine appropriate educational services and placement options, and this would be more difficult for a host district with limited knowledge of a student when resident districts do not provide student records in a timely manner.



Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Currently WGSD does not serve as the host district for incarcerated students. However, if this district became the "host" district, then all obligations would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free and appropriate public education. The district would review the IEP, review the evaluation or re-evaluation report, review all existing data, and/or use existing placement options within the district, neighboring districts, Intermediate Unit One, or other private non-residential placements locally. A careful review of placement options would be undertaken to ensure that the student receives a free and appropriate public education within his/her least restrictive environment. The district would also invite his/her "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's educational program. In this process, the district does not foresee any barriers that would limit its ability to meet its obligations under 1306 if a need would arise in the future.

Currently, in proximity to this school district, the Greene County Prison is within the geographic boundaries of the District and a state correctional facility is within the Central Greene School District's geographic boundaries. All appropriate special education paperwork would be provided to the serving district in order to ensure that the student is being provided FAPE. Communication with the LEA representatives of the appropriate school district and participation in IEP team meetings would be a crucial step to ensure that identified students are receiving FAPE.

Students from WGSD have, at times, been placed by the court system in other facilities and communication has been prompt and frequent. Records requests are received and responded to in a timely manner to ensure that identified students are receiving FAPE.

Currently, school districts in the County collaborate for a joint Child Find Notice annually and meet at least quarterly. Continued communication with the appropriate school districts (with jails or prisons within Greene County) when students become incarcerated would be necessary to ensure that any student who might begin to demonstrate a need for special education services was located and had the opportunity to be evaluated for special education services.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.



1-WGSD educates "students with disabilities" with non-disabled students to the maximum extent. Supplemental Aides and Services (SAS) are provided for students who participate in the general education environment. SAS provided for students through the IEP process include but not limited to: paraprofessional support; alternative materials; physical changes in classroom (i.e. preferential seating, specialized furniture); peer monitoring, assistive technology; wheelchair accessibility; functional (life skills) curriculum; instructional accommodations (i.e. tests read, modeling, chunking, etc.); positive behavioral support plans and behavioral strategies; professional development; and multiple-modality strategies. These SAS will provide the opportunity for level playing field for all students. Even when providing SAS, it may become necessary to remove a student from the general education setting to a more restrictive setting based on behavior. All changes are contingent upon IEP team decisions with the understanding they can be revisited at a later date.

2-WGSD has implemented with success the following evidence-based programs for all students: Neuhaus and Title 1 Programs at the elementary level; Study Island Web Based Program district wide; and remediation classes at the secondary level. In addition to these

direct student-based programs, WGSD utilizes the Intermediate Unit One and PaTTAN for consultation on individual cases. Additionally, they are used for professional education opportunities and ongoing maintenance of our monitoring for student needs as well as training for our professional staff. These connections allow us to provide the most current resources to both our staff and identified students.

3-Indicator five for the 2017/2018 school year indicates that WGSD was below Pennsylvania Department of Education's goals in the "SE Inside Regular Class" and "SE in Other Settings" categories. In the former category, the district was at less than 40% and at a minimal level in the latter.

However, in the "SE Inside Regular Class 80% or more" category, WGSD showed a percentage level of 64%. The state expectation is at 62%. The district is addressing this 2% difference through a rigorous monitoring system that allows for maximum student participation in the general education environment. All special education and general education teachers are encouraged to gauge a student's functioning through progress monitoring. It is this monitoring that determines the level of need the student is demonstrating and where those needs can be met. Parental input into these decisions is expected and encouraged through on-going communication.

At West Greene, the decision to place a student in out of district placement is made only after considerable deliberation through a multidisciplinary team approach. However, if the district has exhausted all avenues and are still not meeting students' needs, the IEP team will determine the most appropriate educational placement which may result in an out of district placement. When students are placed outside the district the supervisor of special education maintains open communication by: periodic on site visits; correspondence with administration, teacher, parent and student; attendance at IEP meetings; managing transportation concerns; and relevant discipline issues. These communications ensure the student is receiving the most appropriate services which will best meet their needs. WGSD currently has 12 students receiving instruction in out of district placements.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

If the district also has School-Based Behavioral Health Services, please discuss it.

As per District policy, the West Greene School Board believes that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. Behavior support programs must include research-based practices and techniques used to develop and maintain skills that will enhance an individual student's opportunity for learning. Behavior support programs and plans must be based upon functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problematic behaviors, the types of interventions chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities, and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Plan (IEP), Positive Behavior Support Plan (PBSP) and Board policy.

Furthermore, the West Greene School Board directs that the school entity shall comply with provisions of the Individuals with Disabilities in Education Act (IDEA) as well as federal and state regulations when disciplining students with disabilities for violations of school policy and/or rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is determined to be a manifestation of his/her disability.

The Superintendent or designee is responsible for ensuring that behavior support programs are in accordance with PA Chapter 14 regulations, including the training of personnel in the use of specific procedures, methods and techniques and for having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

Additionally, WGSD provides training to district staff in the use of Positive Behavior Supports and separate Safety Care Trainings to appropriate personnel.

WGSD has also implemented School-Based Mental Health program services provided through community agencies including the Intermediate Unit 1 (Social Work/Psychology/Psychiatric/Behavioral Support), Centerville Clinics (CHILL/tele-psychiatry), and multi-disciplinary teams from Greene County Human Services. CHILL services are provided for students in grades K-12

five days per week.

By federal mandate, the WGSD also has Student Assistance Program (SAP). Teams are at both the elementary school and Jr/Sr HS. These teams meet on a weekly basis and are composed of administrators, counselors, social worker, school psychologist, and educators - special/regular. The SAP teams provide annual training on various topics and additionally receive update trainings as needed.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

Discuss any expansion of the continuum of services planned during the life of this plan.

At this time, the LEA has been able to provide FAPE for all students with disabilities. However, if the district's ability to not provide FAPE for a student arises the district will implement the intensive interagency process. If this were to occur, the district would enlist the services of the IU 1 Interagency Coordinator, PaTTAN, 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 Supervisor of Special Education 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 facilitated communication between family, community, and school.

Lastly, WGSD has had a relationship with Centerville Clinics for school based mental health services that have been in existence for a number of years. What is significant is that during the

2018-19 this program has increased to two full time therapists serving over 80 students in grades K-12.

Assurances

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Transformation Learning	Special Education Centers	Emotional Support	
IU 1 Waynesburg Campus	Special Education Centers	Emotional Support	
Harbor Creek Residential Facility	Special Education Centers	ES	
Sarah Reed Children's Center	Special Education Centers	ES	
Washington Park Elementary	Neighboring School Districts	AS	
George Junior	Special Education Centers	Emotional Support	

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Justification: Justification: There will be no more than 10-15 students in the classroom at one time.				
Locations:				
West Greene Elementary Center (B)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	25	0.5
Justification: Justification: There will be no more than 10-15 students in the classroom at one time.				
Locations:				
West Greene Elementary Center (B)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Locations:				
West Greene Elementary Center (D)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	25	0.5
Locations:				
West Greene Elementary Center (D)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in

parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	25	0.5
Justification: Justification: There will be no more than 10-15 students in the classroom at one time.				
Locations:				
West Greene Elementary Center (T)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Locations:				
West Greene Elementary Center (T)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
West Greene Elementary Center (To)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5

Locations:				
West Greene Elementary Center (To)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	37	0.75
Locations:				
West Greene Elementary Center (L)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	12	0.25
Locations:				
Jr/Sr HS (L)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	25	0.5
Locations:				

Jr/Sr HS (D)	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	10	0.5
Locations:				
Jr/Sr HS (D)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	0.35
Locations:				
Jr/Sr HS (J)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.35
Locations:				

Jr/Sr HS (J)	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #9

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 27, 2018

Reason for the proposed change: Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	25	0.5
Locations:				
Jr/Sr HS (S)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	10	0.5
Locations:				
Jr/Sr HS (S)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 27, 2018

Reason for the proposed change: Building name changed from Middle/Senior High School to Jr/Sr High School.

Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 18	10	0.5
<p>Justification: Due to the decrease of enrollment and small classes in the West Greene School District special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a 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 need's will be met through the students IEP.</p>				
Locations:				
Jr/Sr HS (M)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 18	3	0.25
<p>Justification: Due to the decrease of enrollment and small classes in the West Greene School District special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a 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 need's will be met through the students IEP.</p>				
Locations:				
Jr/Sr HS (M)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 18	12.5	0.25

Justification: Due to the decrease of enrollment and small classes in the West Greene School District special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a 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 need's will be met through the students IEP.

Locations:				
Jr/Sr HS (M)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Building name changed from Middle/Senior High School to Jr/Sr HS.

Removed teachers first name and put initial in parenthesis.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 21	15	0.75

Justification: Due to the decrease of enrollment and small classes in the West Greene School District special education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a 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 need's will be met through the students IEP.

Locations:				
Jr/Sr HS (H)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 21	4	0.25
Justification: education maybe out of compliance due to age range according to PDE. A student with a disability eligible to receive special education services may not be placed in a class in which the chronological age from the youngest to oldest student varies beyond three years in the grades K-6 and 4 years in grades 7-12 unless an exception is determined to be appropriate by the IEP team of the student whose age is outside the age range of the program where the student would be receiving special education services. (22Pa. School Code 14.42(f)) A statement will be written into student's IEP's indicating age differences. Parents will also sign a 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 need's will be met through the students IEP.				
Locations:				
Jr/Sr HS (H)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 27, 2018

Reason for the proposed change: Updating program profile for elementary speech services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	49	0.75
Justification: Students receive speech services on a one to one basis or are grouped with peers with no more than 3 years age differences.				
Locations:				
West Greene Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 21	16	0.25
Justification: Students receive speech services on a one to one basis or are grouped with peers with no more than 4 years age differences.				
Locations:				

Jr/Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #14

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Changed age range and building level.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 21	2	0.03
Justification: Student works with hearing teacher on a one to one basis.				
Locations:				
West Greene Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class and Position

Implementation Date: August 27, 2018

Reason for the proposed change: Building name changed from High School to Jr/Sr HS

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 21	1	0.03
Justification: Visually impaired teacher works with student on a one to one basis.				
Locations:				
Jr/Sr HS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2018

Reason for the proposed change: Classroom moved to new location.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 21	4	0.07
Justification: These students receive speech services individually. They will be not be in the same room at the same time, therefore no compliance issues.				
Locations:				
Intermediate Unit 1 Waynesburg Campus	An Elementary School Building	A special education Center in which no general education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Nurse	School District	1
Nurse	School District	0.75
Personal Care Aide	Elementary	1
Personal Care Aide	Jr/Sr High School	1
Classroom Aide	West Greene Elementary Center	1
Classroom Aide	West Greene Elementary Center	1
Classroom Aide	West Greene Elementary Center	1
Classroom Aide	West Greene Elementary Center	1
Classroom Aide	Jr/Sr High School	1
Classroom Aide	West Greene Elementary Center	0.75

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Intermediate Unit	5 Days
School Psychologist	Intermediate Unit	5 Days

Occupational Therapist	Outside Contractor	2 Days
Audiologist	Intermediate Unit	3 Minutes
Personal Care Aide	Intermediate Unit	5 Days
Assistive Technology	Intermediate Unit	5 Minutes
Personal Care Aide	Intermediate Unit	5 Days
Hearing Support	Intermediate Unit	1 Days
Vision Support	Intermediate Unit	1 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Autism training's will be held in the fall and spring of each school year (2019/20, 2020/21, 2021/22). Evidence of these training's include: agenda's, flyers, and sign in sheets.
Person Responsible	Supervisor of Special Education
Start Date	8/20/2019
End Date	6/1/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	11
Provider	School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	To gain the knowledge of current techniques to address the behaviors of students with Autism. In addition, teachers will be provided with resources to assist in working with students identified with Autism.

<p>Research & Best Practices Base</p>	<p>This is an optional narrative for Special Education.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>LEA Whole Group Presentation Live Webinar</p>
<p>Participant Roles</p>	<p>Classroom teachers Paraprofessional Other educational specialists Related Service Personnel Parents</p>

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

Behavior Support

Description	Effective behavior support trainings will be held in the fall and/or spring of each school year (2019/20, 2020/21, 2021/22). Evidence of these training's include: agenda's, flyers, and sign in sheets.
Person Responsible	Supervisor of Special Education
Start Date	8/20/2019
End Date	6/1/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	2.0
# of Sessions	3
# of Participants Per Session	40
Provider	School District

Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Teacher will gain an understanding of the complex relationship between a student's behavior and possible mental health diagnosis, learning disabilities, and/or physical needs.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation School Whole Group Presentation Live Webinar
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Related Service Personnel Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of Positive Behavior Support Plans.

Paraprofessional

Description	Training's for paraprofessionals will be held in the fall and/or spring of each school year (2019/20, 2020/21, 2021/22). Evidence of these training's include: agenda's, flyers, and sign in sheets.
Person Responsible	Supervisor of Special Education
Start Date	8/20/2019
End Date	6/1/2020

Program Area(s)	Special Education
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Professional Development Details

Hours Per Session	3.0
# of Sessions	5
# of Participants Per Session	8
Provider	School District
Provider Type	School and IU
PDE Approved	Yes
Knowledge Gain	The paraprofessionals will gain knowledge through trainings on a wide variety of educational relevant topics. For example; Safety Care, Behavioral Interventions, and the kinds of disabilities students demonstrate.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation
Participant Roles	Paraprofessional

Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Observation of paraprofessionals

Reading

Description	Training's/meetings will be held in the fall and spring of each school year (2019/20, 2020/21, 2021/22). Evidence of these training's include: agenda's, flyers, and sign in sheets.
Person Responsible	Supervisor of Special Education
Start Date	8/20/2019
End Date	6/1/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	50
Provider	School District
Provider Type	IU
PDE Approved	Yes

<p>Knowledge Gain</p>	<p>Staff will receive professional development activities to enhance their knowledge based in current evidence-based reading instruction programs. Students with disabilities will receive increased exposure to reading instruction via Neuhaus, computer reading based programs, assistive technology and teacher assistance.</p>
<p>Research & Best Practices Base</p>	<p>This is an optional narrative for Special Education.</p>
<p>For classroom teachers, school counselors and education specialists</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.</p>
<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>

Training Format	LEA Whole Group Presentation Live Webinar Offsite Conferences
Participant Roles	Classroom teachers New Staff Parents
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

Transition

Description	Transition training's will be held in the fall and spring of each school year (2019/20, 2020/21, 2021/22). Evidence of these training's include: agenda's, flyers, and sign in sheets.
Person Responsible	Supervisor of Special Education
Start Date	8/20/2019
End Date	6/1/2022
Program Area(s)	Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	6
# of Participants Per Session	10
Provider	School District
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Participants will gain knowledge in the area of transition planning (assessments, community resources, development of comprehensive present levels of academic achievement, completion of transition grid, and development of measurable annual goals).
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<p>Training Format</p>	<p>Series of Workshops Live Webinar</p>
<p>Participant Roles</p>	<p>Classroom teachers Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>
<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring</p>
<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey</p>

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

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.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and

submission to the Department of Education (Bureau of Special Education).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer