

West Branch Area SD
Special Education Plan Report
07/01/2020 - 06/30/2023

District Profile

Demographics

516 Allport Cutoff
 Morrisdale, PA 16858
 (814)345-6832
 Superintendent: Michelle Dutrow
 Director of Special Education: Allison Koleno (Principal of Special Student Programs)

Planning Committee

Name	Role
Allison Koleno	Administrator : Professional Education Special Education
Branden Evans	Ed Specialist - Other : Professional Education Special Education
Angela Lucas	Ed Specialist - Other : Professional Education Special Education
Kim Hubler	Ed Specialist - School Counselor : Professional Education Special Education
Nicole Petriskey	Elementary School Teacher - Regular Education : Professional Education Special Education
Mary Beth Moslak	Middle School Teacher - Regular Education : Professional Education Special Education
Adam Gibson	Parent : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 234

Identification Method

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

When a student is referred for a special education evaluation, and he or she is suspected of having a Specific Learning Disability, the process used is: West Branch Area School District is not approved to use RtII as a method for SLD determination, therefore we continue to use the discrepancy model for all students during the evaluation process.

During the process the district addresses whether the child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematics problem solving.

The district ensures this by examining whether a child exhibits a pattern of strengths and weaknesses, relative to the intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not to be primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited english proficiency).

By using this process the district is able to ensure that underachievement in a child, suspected of having a specific learning disability, is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as part of, the referral process, the child was provided scientifically based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Also, repeated assessments of achievement are conducted at reasonable intervals. These reflect formal assessment of student progress during instruction, and are provided to the child's parents as completed.

The LEA ensures that screening or early intervention activities do not serve as a bar to the right of parents to request and evaluation, at anytime, including prior to or during the conduct of early intervening activities.

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:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

West Branch's speech and language enrollment data (27.6%) exceeds the state percentage (14.3%) by more than 10%; this is a trend within our Intermediate Unit and therefore we will be addressing this concern with the other districts to determine if our evaluation procedures need altered or our criteria for qualification needs revised. We will also be discussing the high number of students entering kindergarten with a speech and language IEP with our area preschools to determine if the early Intervention evaluation procedures and/or criteria need revised as well. The district is also in its 4th year of housing 4-PreK programs, which aides in early identification of students with speech and language needs. Finally, the group will be considering whether extenuating circumstances in the area are resulting in the excessively high number of students requiring speech and language services.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

In the event that a facility was within the district, the LEA would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in Non- Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the district and the 1306 facility to ensure child find and the provision of FAPE for students with disabilities.

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).

Students who are incarcerated are provided an appropriate educational program by the host district. Parents are offered an evaluation. If the student is eligible and in need of special education services, he/she is provided with an Individual Education Program. If the student is currently identified as a special education student, the district provides the facility with current Evaluation Report (ER/RR) and the Individualized Education Program (IEP). As the student nears the end of his/her period of incarceration, the district is contacted so a smooth transition to the regular school can be planned.

The student's Probation Officer contacts the school to notify the district of the student's incarceration. Also, the correctional facility requests records from the school district. If the student is placed in the local county jail, the special education office from the host district will contact the home district.

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.

The IEP team works together to develop the least restrictive educational placement for all students with disabilities. These decisions are made based on consideration of supplementary aids and services that are available to further assist student to remain in a least restrictive environment. When considering programming, the team will review any and all documentation along with student data to determine if meaningful progress is being made in the current programming. This process is also used in assisting students to successfully participate in non-academic and extra-curricular activities . Only when education in that setting cannot be achieved

successfully in a setting, with full range of supplemental aides and services, or meaningful progress is not being made, would a student be moved to a more restricted environment.

Elementary, Middle and Secondary school counselors regularly meet with students (special education students are included in these groups) for social skills and bullying prevention. West Branch has a part-time school psychologist as well as a part-time social worker. The school psychologist, social worker, and guidance department work together and plan additional groups to encourage positive behavior and anti-bullying strategies.

The district uses a tiered level of support for all student based upon academic and behavior needs. Tier 1 being the core for all student, and tiers 2 and 3 for students who need increased interventions and supports. Our elementary, middle and high school counselors regularly meet with students (special education students are included in these groups) for social skills and bullying prevention. West Branch also has a part-time school psychologist as well as a part-time social worker. The school psychologist, social worker, and guidance department work together and plan additional groups to encourage positive behavior and social skills. In addition, we have an in-district School Based Behavioral Health Program (SBBH) for K-8. This program provides our district with one (1) Masters level Behavior Specialists and two (2) TSS workers in-house 5 days a week to assist in meeting the needs of our students with emotional and behavioral needs.

The district is a banner school for its Positive Behavior Intervention and Supports (PBIS) program in grades K-8 to provide a more structured and consistent environment for our students; with clear expectations, rewards for appropriate behavior and recognition of appropriate behavior and a reduction in discipline referrals, we are able to focus more on assisting those students who exhibit more significant behavioral needs

The district did not meet the SPP target for students placed in an outside settings. The district continue to work toward this target by housing a behavior health program in our district that services our students K-12. The district also employes a part time social worker to assist family and students and to work with our existing student service team. WBASD continues to train staff on positive behavior supports as well as inclusion strategies to assist students with disabilities within the classroom. Co-Teaching and paraprofessionals are also used to better assist students within the least restrictive environment. The district met the SPP requirement in the area of 80% or more time with typical peers inside the regular class. The district has worked very hard to meet this requirement through implementing yearly improvement plans for math and literacy at the different levels. Additional diagnostic and intervention programs have been added to better identify and support student need areas.

District Supplementary Aids and Services :

- Before and After School Tutoring: Certified teachers tutor student one on one or in small group on identified skills.
- Cen-Clear Child Services: Through a partnership with Cen-Clear, the district houses 4-PreK programs.
- Central Intermediate Unit 10: The IU provides services to the special education population during the pre-school and school age years. Other services include assistance with state mandates and behavioral and curriculum issues.
- Clearfield-Jefferson Drug/Alcohol Commission: Supports the work of all district Student Assistance Programs. Clearfield-Jefferson D/A commission also assists the district with education classes for those students with tobacco or drug violations on school grounds.
- Community Connections of Clearfield: Jefferson County: Supports the work of the high school Student Assistance Program and the elementary and high school counseling offices.
- Childrens Behavioral Health/ Core Counseling: These agencies offer services (Mobile Therapy, TSS, BSC) to many of our students with mental health issues.
- Intervention Team: the elementary intervention team assists students, teachers and families with academic, behavioral and/or mental health concerns, the team will determine appropriate interventions for the child as well as offer suggestions for outside assistance for the student and family
- Health Services: A certified school nurse and one part-time RN are available to the students. During the year sports physical examinations, vision/hearing screening and scoliosis/tuberculin screenings are held. Heights and weights are recorded. Medications are distributed. Our nurses, on occasion, are identified within an IEP to provide services to individual students on a daily basis, this can range from special feedings to changing leg braces.
- Penn Highlands Community College: In cooperation with the high school administration, offers college credit for courses taught at the high school.
- Pennsylvania State University: Places field experience and student teachers in the K-12 program within our district.
- Psychological Services: The district employs a part-time certified school psychologist who serves district needs. The school psychologist assists classroom teachers in determining appropriate techniques or strategies to accommodate a child who is encountering academic or socialization challenges. The psychologist conducts the individualized testing and assessment of students who are referred for

additional services or adaptations necessary for successful completion of an educational program.

- School Wide Positive Behavior Support: Grade PreK-8 utilize School Wide Positive Behavior Support under the guidance of a School Wide Behavior Team from the CIU10; this program provides clearly identified school rules which are taught to each student at the beginning of the school year and then periodically throughout the school year (after breaks in the school year or when behaviors are in need of correction).
- Student Assistance Program: The SAP is a program for the identification, intervention and referral for adolescents who may be at risk for suicide, depression or alcohol/drug abuse which interferes with their education. The district complies with the requirements for training, meetings and agency support. The SAP team meets 2x a month throughout the school year and 1x year for their maintenance training.
- Title 1 Services: We offer school wide Title1 services to all students within the elementary school. We employ 1 reading specialist. The District also provides eight instructional paraprofessionals to assist the reading specialists with interventions for students whose data indicates a need for intervention.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
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.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The district policy includes the following:

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions

to address behavior that interferes with learning. The identification, evaluation and plan or program shall be conducted and implemented in accordance with state and federal law and regulations (IDEA 2004 and Pa 22 School Code 14.133).

The behavior plan shall be based on positive rather than negative techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques; prone restraints are prohibited. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, such as CPI. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Staff training in the writing of and implementation of positive behavior support plans will be provided to staff as needed.

Restraints will be reported via the Restraint Information System Collection (RISC).

The School Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is a manifestation of his/her disability.

Positive Behavior Supports (PBS)

The district utilizes a model of School-Wide Positive Behavior Support (K-8) under the leadership of a Schoolwide Behavior Team from Central Intermediate Unit #10 and an individual school based team; this program provides clearly identified rules which are taught to each student at the beginning of the school year and then periodically throughout the school year (after breaks in school year or when behaviors are in need of correction).

Staff Training

In August of each school year and throughout each school year as needed, all special education staff, including paraprofessionals and administration, will become familiar with implementing Positive Behavior Support plans. All special education teachers will be fully trained in knowing when and how to write these plans. With the successful training of these individuals, appropriate plans will be written for each student demonstrating such a need. Progress may be noted in the number of

decreasing referrals received by the student. The targeted participants are new staff, paraprofessionals, instructional staff, and administrative staff. These trainings will occur on-site with guided practice, at conferences, or through distance learning conducted by PATTAN staff, IU staff, and/or West Branch School District administration.

De-escalation Techniques

Each year the district offers initial and refresher courses in the de-escalation technique Non-violent Crisis Intervention (CPI). This is offered to all staff members K-12. There is a slight increase each year of staff members interested in attending. If staff are unable to attend the training offered at the district they are made aware of scheduled dates at off-site locations. Anticipated increases each year are as follows: each year new staff will be offered the initial training and the previous year's new employees will be offered the refresher course to remain certified. The targeted participants are new staff, paraprofessionals, instructional staff, administrative staff, and related service personnel. These trainings will occur on-site with guided practice or at conferences conducted by IU staff.

School-Based Behavioral Health

SBBH has four main components: Clinical Interventions, Crisis Planning, Case Management, and Consultation

The services are delivered in a team model consisting of 1 Master Level licensed therapist and 2 Behavioral Health workers who have a minimum of a Bachelor's degree. The team is based in a school setting serving as the clinical home, but is also required to provide interventions in the community and home settings. The service is provided year round with a summer program component included. Because it is an authorized service as a "program" there is no limitation to the number of hours of service the team provides to an identified student or his/her family member in any given week.

To be eligible for the program, the client must be a member of Community Care Behavioral Health, have a qualifying mental health diagnosis, and meet the eligibility requirements for the program in terms of severity of need.

The therapists will work with students in grades K - 8.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. 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.

2. 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.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

Ensuring FAPE

West Branch Area School District is committed to providing FAPE for all students receiving special education services. Any issues that are a barrier to an educational placement are addressed using the interagency model in collaboration with the Central Intermediate Unit #10. We also partner with area school districts who offer partial programs for students with significant mental health needs.

Additionally, there are also alternative education programs for students with severe behavioral issues and for drug and/or alcohol concerns. There are also privately run programs for students with autism who demonstrate a high need of specially designed instruction and supplementary aides that cannot be satisfactorily met in lesser restrictive settings.

Hard to Place Students

West Branch Area School District works collaboratively with the interagency coordinator from the Central Intermediate Unit #10 regarding CASSP referrals. Interagency meetings are held for students requiring emotional support, school-based hospitalization programs or when team input is needed to make recommendations for other programming. Agencies that have been involved in such meetings include Clearfield County Children and Youth Services, Community Connections of Clearfield and Jefferson Counties (MH/IDD), Office of Vocational Rehabilitation, Clearfield County Career and Technology Center, Western Pennsylvania School for Blind Children, and private hospitals that serve district students.

Collaboration in Providing Services

West Branch Area School District works closely with interagencies to ensure adequate support services and programs for each child demonstrating that need. The school district works through our local CASSP system and the Central Intermediate Unit #10 Interagency Coordinator and Mental Health Consultant to help locate appropriate mental health and educational placements for students. This process facilitates communication between all parties: the parents, service agencies, and the school. When the district is having difficulty meeting the needs of a particular student, contact to our local CASSP coordinator or Interagency Coordinator at the Central Intermediate Unit #10 is made. The coordinator who

was contacted then knows the additional people who need to be contacted and can set up a CASSP meeting for a student. This system is easily accessed by calling the local CASSP Coordinator and requesting a meeting.

When necessary, a referral is made to the local CASSP Coordinator, Interagency Coordinator, or Mental Health Consultant. These contacts help students on an individual basis. The contact made through the local transition council has helped our district expand services for all students. The North Central Youth Development Program has helped the district expand its transition services by linking us with other agencies that can provide job shadowing, work experience, and other opportunities. The district also works closely with Cen-Clear Child Services, Inc., The Meadows Psychiatric Center, High Point, and Clearfield Behavioral Health to coordinate Therapeutic Support Staff (TSS) services, Mobile Therapy, Behavior Specialist, Family Based Services, etc. for students with behavioral needs.

The school district works with the county probation office to assist with attendance and to support mandated court orders.

The Central Intermediate Unit #10 invites county service agencies to be present at the local transition council meetings. This forum keeps districts informed of services available for students with disabilities and who to contact to access those services for a student.

When the school district determines that they are or may encounter difficulty in placing a student in the appropriate placement, the Special Education Office will contact the Regional Interagency Coordinator (RIC) at the state level. Through this contact, it is expected that an appropriate educational placement will be located and/or the coordinator can assist the district in enhancing our programs to better meet the need of our students with disabilities in the public setting. West Branch Area School District's RIC is located at PATTAN in Harrisburg and can be reached at 1-800-360-7282

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
Soaring Heights	Other	Full-time Autistic and Emotional Support	*
Merakey	Other	Full-time Autistic and Emotional Support	*
New Story	Other	Full-time Autistic and Emotional Support	*
Nittany Learning Services	Other	Full-time Behavioral Support	*
Western Pennsylvania School for the Deaf	Approved Private Schools	Full-time Deaf or Hard of Hearing Support	*
Clearfield County Career and Technology Center	Other	Academic and Behavioral Support	21

Where (*) appears, less than 11 students in group/subgroup; therefore data are not publicly displayed to protect student confidentiality.

Special Education Program Profile

Where (*) appears, less than 11 students in group/subgroup; therefore data are not publicly displayed to protect student confidentiality.

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 2, 2016

Reason for the proposed change: To improve the delivery of programs/service

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	*	0.5
Locations:				
West Branch Elementary	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	*	0.3
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 8	*	0.2
Locations:				
West Branch Elementary	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: March 2, 2016

Reason for the proposed change: To improve the delivery of programs/service

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	15	0.8
Locations:				
West Branch Elementary	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	9 to 10	*	0.1
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	*	0.1
Locations:				
West Branch Elementary	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, 2019

Reason for the proposed change: To improve the delivery of programs/service

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	*	0.5
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	*	0.3
Locations:				
West Branch Middle School	A Middle School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	*	0.2
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 2, 2016

Reason for the proposed change: To improve the delivery of programs/service

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	*	0.5
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	*	0.3
Justification: Teacher always meets with students in appropriate age range groups				

Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	*	0.2
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2019

Reason for the proposed change: To improve the delivery of programs/services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	*	0.4
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	13	0.3
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	*	0.3
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 27, 2019

Reason for the proposed change: To improve delivery of programs and services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	*	0.1
Locations:				
West Branch High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Emotional Support	14 to 18	12	0.4
Locations:				
West Branch High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 2, 2016

Reason for the proposed change: To improve the delivery of programs/services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	10 to 13	*	0.5
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	*	0.4
Locations:				
West Branch Middle School	A Middle School	A building in which General Education programs are		

	Building	operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	*	0.1
Locations:				
West Branch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 19, 2018*Reason for the proposed change:* To improve the delivery of programs/services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	*	0.8
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Elementary	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%)	Autistic Support	5 to 13	*	0.2
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2016*Reason for the proposed change:* new year/ new assignments**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				

West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2016*Reason for the proposed change:* The IEP team has determined that 2 students needed a higher level of support.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	*	0.3
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
West Branch Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Full-Time Special Education Class	Life Skills Support	13 to 21	*	0.7
Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
West Branch Jr./Sr. High School	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*Implementation Date:* March 2, 2016*Reason for the proposed change:* new year/ new assignment**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	5 to 21	56	1
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch Area SD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 2, 2016

Reason for the proposed change: new year/ new assignment

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	58	1
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch Area SD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Class

Implementation Date: March 2, 2016

Reason for the proposed change: To improve the delivery of programs/services

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 18	*	0.1
Justification: Grouping of students complies with age range requirements.				
Locations:				
West Branch Area SD	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Intermediate Unit

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 13	*	0.85
Justification: Grouping of students meet the age range requirements.				
Locations:				
West Branch Area SD	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Classroom Paraeducators	West Branch School District	11
Personal Care Aides	West Branch School District	5
Adapted Physical Education	West Branch School District	0.3
Principal of Special Student Programs	West Branch Elementary	1
Special Education Secretary	West Branch School District	1
Special Education Liaison	West Branch School District	0.8
Guidance Counselor	West Branch School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Intermediate Unit	2 Days
School Psychologist	Outside Contractor	3 Days
School Based Family and Behavioral Health Program	Outside Contractor	5 Days
Social Worker	Outside Contractor	3 Days

District Level Plan

Special Education Personnel Development

Autism

Description	<p>Hold Autism trainings for all staff- the purpose will be to appropriately and adequately prepare and train personnel to address special knowledge, skills, and abilities to serve the unique needs of children with disabilities with autism.</p> <p>Topics to be covered:</p> <p>Overview on Autism</p> <p>Strategies for Success</p> <p>Managing Behaviors</p> <p>Best Teaching Strategies</p>
Person Responsible	Building Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	4
# of Participants Per Session	100
Provider	CIU10
Provider Type	CIU, PaTTAN, District
PDE Approved	Yes
Knowledge Gain	Participants will gain knowledge of autism and how to accommodate for the individuals needs of each student.
Research & Best	This is an optional narrative for Special Education.

Practices Base	
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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Portfolio</p>

Behavior Support

Description	<p>Hold behavior support training for all staff - the purpose of these training is to appropriately and adequately prepare and train personnel to address special knowledge, skills, and abilities to serve the unique needs of children with disabilities , including those with low incident disabilities, when applicable.</p> <ul style="list-style-type: none"> • Positive Behavior Interventions and Supports (PBIS) • Crisis Prevention Interventions (CPI) • Olweus Bullying Program • Restorative Practices • Functional Behavior Assessment (FBA) and Behavior Plan Writing and Implementing
Person Responsible	Building Principals
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	6

# of Participants Per Session	100
Provider	Cen Clear, West Branch Area SD, CIU #10
Provider Type	Mental Health Agency, District, Non-profit Organization
PDE Approved	No
Knowledge Gain	Staff will gain knowledge on mental health concerns and how to provide the correct assistance to students and parents. Staff will also gain knowledge of SBBH, SW-PBS and Behavior Support plans.
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>
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	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p>

	Classified Personnel New Staff Other educational specialists 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 Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles communication with service providers regarding individual students and their needs
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 Review of written reports summarizing instructional activity Portfolio

Paraprofessional

Description	The district's paraprofessionals will be offered many trainings in conjunction with teacher professional development such as : Autism Positive Behavior CPI training and refreshers Suicide Prevention
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	<p>Mandated Reporter</p> <p>PSSA compliance</p> <p>Literacy Based Activities</p> <p>Mental Health/ Wellness</p> <p>The paraprofessionals receive CPR/First Aid training bi-annually. The district also provides them opportunity to attend the Paraeducator Conference offered by the CIU10 each summer, as well as various trainings throughout the year appropriate to their assignment and the students with whom they are working.</p>
Person Responsible	Principal of Special Student Programs / Special Education Liason
Start Date	7/1/2020
End Date	6/30/2023
Program Area(s)	Professional Education, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	3.0
# of Sessions	20
# of Participants Per Session	32
Provider	CIU 10, West Branch Area SD, PaTTAN
Provider Type	district, IU, PaTTAN, various agencies
PDE Approved	Yes
Knowledge Gain	Paraeducators will gain knowledge on how to appropriately interact with students, teachers, administration and staff while providing optimal services to students. Paraeducators will gain knowledge on deescalating situations as well as gain CPR and First Aid Certification.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

counselors and education specialists	<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>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	<p>Department Focused Presentation Offsite Conferences</p>
Participant Roles	<p>Principals / Asst. Principals Paraprofessional</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity Portfolio</p>

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Reading

Description	<p>Hold Reading related training for all staff- the purpose will be to appropriately and adequately prepare and train personnel to teach and assist students in gaining developmentally appropriate literacy skills as the move through their school career.</p> <p>Topics to be covered:</p> <p>Balanced Literacy (Elementary)</p> <p>Text Dependant Analysis (MS/HS)</p> <p>Collins Writing (All Levels)</p> <p>Dibels and Interpretation of Data (Elementary)</p> <p>SRA Curriculum (Elementray/MS)</p> <p>Read 180 Curriculum (All levels)</p> <p>Intervention tools and strategies</p> <p>The district also employees a full time literacy coach who provides one on one training and support to teachers on a individual basis. The coach provides whole staff sessions on literacy topics, as well as, setting up individualized training based on staff needs.</p>
Person Responsible	Stacy Ricciotti, Literacy Coach and Building Principals
Start Date	7/1/2020
End Date	6/20/2023
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	10
# of Participants Per Session	60
Provider	CIU 10, PIIC
Provider Type	IU, Non-profit Organization, For-profit Company, District
PDE Approved	No
Knowledge Gain	Participants will gain knowledge of reading strategies, the balanced literacy approach, analyzing data to guide instruction, and accommodations available for their use to assist special needs students.
Research & Best Practices Base	The Balanced Language Art program is a a best practice program.
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	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p>

	Offsite Conferences
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists 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 Analysis of student work, with 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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Portfolio

Transition

Description	Transition training will be provided to staff - The purpose of these trainings is to appropriately and adequately prepare and train personnel to address special knowledge, skills, and
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	<p>abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities , when applicable.</p> <ul style="list-style-type: none"> • Transition coordinator/county-wide meetings • Transition planning and goal writing • 339 Meetings • Special Education Department Meetings • Professional Learning Communities (PLCs) <p>Traning is also provided fro parents and students:</p> <ul style="list-style-type: none"> • 8th grade student/parent meeting (discuss HS course work,paths, credits, etc.) • Junior parent meeting (college and and career readiness information and planning) • FAFSA Night (families can attend and get support on filling out finacial paperwork for college)
Person Responsible	Principal of Special Student Programs, Transition Coordinator, School Counselors
Start Date	7/1/2020
End Date	6/20/2023
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	8
# of Participants Per Session	20
Provider	West Branch Area and CIU10
Provider Type	District, PDE, CIU 10
PDE Approved	Yes
Knowledge Gain	Teachers, both regular and special education, will be provided the opportunity to gain additional knowledge on thier role and responsibilities within the transition process. Parents will also gain information to help transition their students successfully.

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	<p>School Whole Group Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Related Service Personnel</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or</p>

	peers
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

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:

1. 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.
2. 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.
3. 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.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. 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.
6. 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