# Profile and Plan Essentials

## Special Education Students

Total Number of Students Receiving Special Education  224
School District Total Student Enrollment  986
Percent of Students Receiving Special Education   22.7

## Steering Committee

| Name | Position/Role | Building | Email |
|---|---|---|---|
| Angela D Lucas | Director of Special Education | West Branch Area SD | alucas@westbranch.org |
| Mark Mitchell | Superintendent | West Branch Area SD | mmitchell@westbranch.org |
| Sarah Ewing | Special Education Teacher | West Branch Area El Sch | sewing@westbranch.org |
| Angie Michaels | Building Principal | West Branch Area El Sch | amichaels@westbranch.org |
| Kevin Hubler | Building Principal | West Branch MS | khubler@westbranch.org |
| Brandy O'Hare | Building Principal | West Branch Area HS | bohare@westbranch.org |
| Kelley Hubler | General Education Teacher | West Branch Area El Sch | kjhubler@westbranch.org |
| Nikki Petriskey | Parent | West Branch Area SD | npetriskey@westbranch.org |
| Debra Moriarity | Special Education Teacher | West Branch Area HS | dmoriarity@westbranch.org |
| Norman Parks | Board Member | West Branch Area SD | Nap14@psu.edu |
| Carrie Peterson | General Education Teacher | West Branch Area HS | cpeterson@westbranch.org |
| Lynne Rockey | Parent | West Branch MS | lrockey@westbranch.org |

# School District Areas of Improvement and Planning - Indicators

## Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

## Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

## Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

## Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

## Secondary Transition (Indicator 13)

Indicator not flagged at this time.

## Graduation (Indicator 1)

Indicator not flagged at this time.

## Drop Out (Indicator 2)

Indicator not flagged at this time.

## Assessment (Indicator 3)

Indicator not flagged at this time.

## Education Environments (Indicator 5)

Indicator not flagged at this time.

## Parent Involvement (Indicator 8)

Indicator not flagged at this time.

## Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

## Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

## Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

## Mediation (Indicator 16)

Indicator not flagged at this time.

## School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

# Identification Method

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

Discrepancy Model

| Building Name | AUN | Branch Number | RTI | Approved RTI Use |
| --- | --- | --- | --- | --- |

## Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends | Improvement Planning and Activities |
|---|---|
|  |  |

## Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|---|---|
|  |  |

# Significant Disproportionality - Identification

Significant Disproportionality

District Flagged for Significant Disproportionality in this area.

| Identify Trends/Notable Observations | Improvement Planning and Activities |
|---|---|
| The data includes children ages three through five in the calculations. This data reflects incoming kindergarten students who have been identified with disabilities, specifically in the area of speech and language impairment. | The LEA has examined written policies and procedures related to the area(s) in which significant disproportionality. The LEA continues to determine factors that may include: access to scientifically based instruction, economic, cultural, or linguistic barriers, access to appropriate diagnostic screenings and differences in academic achievement levels. The district has specifically focused on working with students who have not yet been identified with a speech disability but are displaying a possible need for SLS in the future. |

## Non-Resident Students Oversight

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

   No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)
   In the event that a facility was with in 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 outlines in the BEC: Educational Programs for Students in Non- Educational Placements 22 Pa. Code Section 14.102.
2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?
   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

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?
   No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).
   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. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

   In reviewing the data, the LEA feel that students are being appropriately identified in the areas of: autism, emotional disturbance, intellectual disability, other health impairment, specific learning disability, and speech/language impairment.

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

   The district utilizes Multi-Tiered System of Supports (MTSS) , which is a framework for enhancing the implementation of evidence-based practices to achieve important outcomes for every student.

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

   The 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 full-time school psychologist  as well as a full -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- 12. This program provides our district with three (3) Masters level Behavior Specialists and four (4) BHT 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

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

   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 occassion, 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. Mount Aloyisios 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 full 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. Licensed Counselor: Provides counseling services to students within the district.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?
The 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 aides 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 full-time school psychologist as well as a full -time licensed counselor. The school psychologist, licensed counselor , and guidance department work together and plan additional groups to encourage positive behavior and anti-bullying strategies.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services.  (Consider the out of district placement chart)
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.

| Facility Name | Facility Type | Other | Operated By | Service Type | Number of Students Placed |
|---|---|---|---|---|---|
| Soaring Heights | Other | Full-Time AS | Soaring Heights | Autistic Support | 4 |
| Soaring Heights | Other | Full-Time ES | Soaring Heights | Emotional Support | 8 |
| New Story | Other | Full-Time AS | New Story | Autistic Support | 1 |
| Nittany Learning | Other | Full-Time ES | Nittany Learning Services | Emotional Support | 1 |

# Positive Behavior Support

Date of Approval
2021-03-22

Uploaded Files
DOC000.pdf
DOC000_fa325bce.pdf

1. How does the district support the emotional, social needs of students with disabilities?
   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.
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.
   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.
3. Describe the district positive school wide support programs.
   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).
4. Describe the district school-based behavior health services.
   SBBH has four main components: Clinical Interventions, Crisis Planning, Case Management, and Consultation  The services are delivered in a team model

consisting of 3 Master Level licensed therapists and 4 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 – 12.

5. Describe the district restraint procedure.
   Restraints will be reported via the Restraint Information System Collection (RISC). All staff is trained in de-escalation techniques through the Non-violent Crisis Intervention (CPI) model.

## Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

While we may have students who receive Instruction Conducted in the Home, we have no concerns in regards to the student receiving FAPE.

## Education Program (Caseload FTE)

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|-------------------|----------------------------------|---------|
| 35 | Secondary | Full-time (1.0) | 03/06/2023 02:15 PM |

| Building Name | | |
|---|---|---|
| West Branch Area SD | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 11 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 15 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.22 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|--------|-------------------|----------------------------------|---------|
| 34 | Secondary | Full-time (1.0) | 03/13/2023 07:37 PM |

| Building Name | |
|---|---|
| West Branch Area HS | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |

| Supplemental (Less Than 80% but More Than 20%) | | 2 |
|---|---|---|
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 33 | Secondary | Full-time (1.0) | 03/06/2023 02:11 PM |

| **Building Name** | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 32 | Secondary | Full-time (1.0) | 03/06/2023 02:08 PM |

| Building Name | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 31 | Secondary | Full-time (1.0) | 03/06/2023 02:07 PM |

| Building Name | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 30 | Secondary | Full-time (1.0) | 03/06/2023 02:06 PM |

| Building Name | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 22 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 18 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.44 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 29 | Multiple | Full-time (1.0) | 03/06/2023 01:21 PM |

| Building Name | |
|---|---|
| West Branch Area SD | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |

| Itinerant (20% or Less) | | 7 |
|---|---|---|
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 11 to 16 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.14 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 28 | Multiple | Full-time (1.0) | 03/06/2023 01:19 PM |

| **Building Name** | | |
|---|---|---|
| West Branch Area SD | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 12 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 11 to 16 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.6 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 27 | Multiple | Part-time (0.5) | 03/06/2023 01:14 PM |

| Building Name | | |
|---|---|---|
| West Branch Area SD | | |
| **Support Type** | | |
| Blind And Visually Impaired Support | | |
| **Support Sub-Type** | | |
| Blind And Visually Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 9 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 5 to 15 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 26 | Multiple | Part-time (0.5) | 03/13/2023 07:36 PM |

| Building Name | | |
|---|---|---|
| West Branch Area SD | | |
| **Support Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Support Sub-Type** | | |
| Deaf And Hearing Impaired Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 5 to 17 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|

| 25 | Secondary | Full-time (1.0) | 03/06/2023 12:52 PM |

| Building Name | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 9 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 14 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.18 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 24 | Secondary | Full-time (1.0) | 03/06/2023 12:51 PM |

| Building Name | |
|---|---|
| West Branch MS | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | 7 |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Secondary | 13 to 15 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 23 | Secondary | Full-time (1.0) | 03/06/2023 12:48 PM |

| Building Name |
|---|
| West Branch MS |
| **Support Type** |
| Learning Support |
| **Support Sub-Type** |
| Learning Support |

| Level of Support | Case Load |
|---|---|
| Itinerant (20% or Less) | 4 |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Secondary | 12 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 22 | Secondary | Full-time (1.0) | 03/06/2023 12:45 PM |

| Building Name |
|---|

| West Branch MS | | |
|---|---|---|
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 4 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 12 to 14 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 21 | Secondary | Full-time (1.0) | 03/06/2023 12:39 PM |

| **Building Name** | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 14 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 20 | Secondary | Full-time (1.0) | 03/06/2023 12:31 PM |

| Building Name | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 11 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 19 | Secondary | Full-time (1.0) | 03/13/2023 07:36 PM |

| Building Name | |
|---|---|
| West Branch MS | |
| **Support Type** | |
| Learning Support | |
| **Support Sub-Type** | |
| Learning Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 4 |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Secondary | 11 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 18 | Secondary | Full-time (1.0) | 03/06/2023 12:28 PM |

| **Building Name** | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 15 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.75 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 17 | Secondary | Full-time (1.0) | 03/06/2023 12:29 PM |

| **Building Name** |
|---|
| West Branch MS |

| Support Type | | |
|---|---|---|
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 5 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 16 | Secondary | Full-time (1.0) | 03/06/2023 11:32 AM |

| Building Name | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 11 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|

| 15 | Multiple | Full-time (1.0) | 03/06/2023 12:29 PM |
|---|---|---|---|

| Building Name | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 7 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 11 to 13 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.35 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 14 | Elementary | Full-time (1.0) | 03/06/2023 11:22 AM |

| Building Name | |
|---|---|
| West Branch Area El Sch | |
| **Support Type** | |
| Emotional Support | |
| **Support Sub-Type** | |
| Emotional Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 1 |

| Identify Classroom | Classroom Location | Age Range |
|---|---|---|
| School District | Elementary | 9 to 9 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.02 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 13 | Elementary | Full-time (1.0) | 03/06/2023 11:18 AM |

| **Building Name** | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 5 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 10 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.1 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 12 | Elementary | Full-time (1.0) | 03/06/2023 11:14 AM |

| **Building Name** | | |
|---|---|---|
| West Branch Area El Sch | | |

| Support Type | | |
|---|---|---|
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 10 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 9 to 10 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.5 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 11 | Elementary | Full-time (1.0) | 03/06/2023 11:11 AM |

| Building Name | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 4 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 8 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 10 | Elementary | Full-time (1.0) | 03/13/2023 07:36 PM |

| Building Name | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Emotional Support | | |
| **Support Sub-Type** | | |
| Emotional Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 8 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.04 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 9 | Elementary | Full-time (1.0) | 03/06/2023 11:07 AM |

| Building Name | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Learning Support | | |
| **Support Sub-Type** | | |
| Learning Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 11 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 5 to 8 |

| Age Range Justification | FTE % |
|---|---|
| Grouping of students complies with age range requirements | 0.55 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 8 | Secondary | Full-time (1.0) | 03/13/2023 07:35 PM |

| Building Name | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 17 to 17 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.05 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 7 | Secondary | Full-time (1.0) | 03/06/2023 10:59 AM |

| Building Name |
|---|
| West Branch Area HS |
| **Support Type** |

| Life Skills Support | |
|---|---|
| **Support Sub-Type** | |
| Life Skills Support (Grades 7-12) | |

| **Level of Support** | | **Case Load** |
|---|---|---|
| Full-Time (80% or More) | | 2 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 16 to 20 |
| **Age Range Justification** | | **FTE %** |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.13 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 6 | Secondary | Full-time (1.0) | 03/06/2023 10:57 AM |

| **Building Name** | | |
|---|---|---|
| West Branch Area HS | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades 7-12) | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 6 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Secondary | 13 to 21 |
| **Age Range Justification** | | **FTE %** |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.3 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 5 | Elementary | Full-time (1.0) | 03/13/2023 07:35 PM |

| Building Name | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Supplemental (Less Than 80% but More Than 20%) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Elementary | 10 to 10 |
| **Age Range Justification** | | **FTE %** |
| Grouping of students complies with age range requirements | | 0.12 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 4 | Multiple | Full-time (1.0) | 03/13/2023 07:35 PM |

| Building Name | | |
|---|---|---|
| West Branch MS | | |
| **Support Type** | | |
| Autistic Support | | |
| **Support Sub-Type** | | |
| Autistic Support | | |
| **Level of Support** | | **Case Load** |
| Itinerant (20% or Less) | | 1 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 12 to 12 |

| Age Range Justification | FTE % |
|---|---|
| Grouping of students complies with age range requirements | 0.08 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 3 | Elementary | Full-time (1.0) | 03/06/2023 10:42 AM |

| Building Name | | |
|---|---|---|
| West Branch Area El Sch | | |
| **Support Type** | | |
| Life Skills Support | | |
| **Support Sub-Type** | | |
| Life Skills Support (Grades K-6) | | |
| **Level of Support** | | Case Load |
| Supplemental (Less Than 80% but More Than 20%) | | 4 |
| **Identify Classroom** | Classroom Location | Age Range |
| School District | Elementary | 5 to 10 |
| **Age Range Justification** | | FTE % |
| Age range exception determined appropriate by the IEP team and justified in the IEP. | | 0.2 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 2 | Multiple | Full-time (1.0) | 03/06/2023 10:37 AM |

| Building Name |
|---|
| West Branch Area SD |
| **Support Type** |
| Speech And Language Support |
| **Support Sub-Type** |

| Speech And Language Support | |
|---|---|
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 50 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 5 to 21 |
| **Age Range Justification** | **FTE %** |
| Grouping of students complies with age range requirements. | 0.77 |

| FTE ID | Classroom Location | Full-time or Part-time Position? | Revised |
|---|---|---|---|
| 1 | Multiple | Full-time (1.0) | 03/06/2023 10:37 AM |

| **Building Name** | |
|---|---|
| West Branch Area SD | |
| **Support Type** | |
| Speech And Language Support | |
| **Support Sub-Type** | |
| Speech And Language Support | |
| **Level of Support** | **Case Load** |
| Itinerant (20% or Less) | 53 |
| **Identify Classroom** | **Classroom Location** | **Age Range** |
| School District | Multiple | 5 to 21 |
| **Age Range Justification** | **FTE %** |
| Grouping of students complies with age range requirements. | 0.82 |

## Special Education Facilities

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 54 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 42 feet, 0 inches | 1134sqft | 40 | |
| **Implementation Date** | | | |
| 2023-03-06 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 4 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 33 feet, 0 inches | 891sqft | 31 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 30 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 35 feet, 0 inches | 945sqft | 33 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 49 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 31 feet, 0 inches | 837sqft | 29 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

**4Assurance Check**

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 48 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 32 feet, 0 inches | 864sqft | 30 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |

## 5Assurance Check

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area El Sch | | 40 | |
| **School Building** | | **Building Description** | |
| Elementary | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 27 feet, 0 inches x 42 feet, 0 inches | 1134sqft | 40 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

## 6Assurance Check

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch MS | | 118 | |
| **School Building** | | **Building Description** | |
| Middle | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 23 feet, 6 inches x 35 feet, 6 inches | 834sqft | 29 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch MS | | 120 | |
| **School Building** | | **Building Description** | |
| Middle | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 23 feet, 6 inches x 35 feet, 6 inches | 834sqft | 29 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch MS | | 132 | |
| **School Building** | | **Building Description** | |
| Middle | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 23 feet, 6 inches x 30 feet, 0 inches | 705sqft | 25 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch MS | | 107 | |
| **School Building** | | **Building Description** | |
| Middle | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 23 feet, 6 inches x 30 feet, 0 inches | 705sqft | 25 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch MS | | 109 | |
| **School Building** | | **Building Description** | |
| Middle | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 26 feet, 6 inches x 30 feet, 0 inches | 795sqft | 28 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |

## 11Assurance Check

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

| Building Name | | Room # | |
|---|---|---|---|
| West Branch Area HS | | 104 | |
| **School Building** | | **Building Description** | |
| Senior High | | A building in which general education programs are operated | |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** | |
| 23 feet, 6 inches x 30 feet, 0 inches | 705sqft | 25 | |
| **Implementation Date** | | | |
| 2023-03-13 | | | |
| **Uploaded Files** | | | |
| | | | |

## 12Assurance Check

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

| Building Name | | Room # |
|---|---|---|
| West Branch Area HS | | 101 |
| **School Building** | | **Building Description** |
| Senior High | | A building in which general education programs are operated |
| **Classroom Measurements** | **Classroom Area Measurement** | **Max # of students in classroom** |
| 23 feet, 6 inches x 30 feet, 0 inches | 705sqft | 25 |
| **Implementation Date** | | |
| 2023-03-13 | | |
| **Uploaded Files** | | |
| | | |

**13Assurance Check**

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

# Special Education Support Services

| Special Education Support Services | Numerical Value | Primary Location | Contractor or District |
|---|---|---|---|
| School Psychologist | 1 | District Wide | District |
| Transition Coordinator | 1 | District Wide | District |
| Paraprofessionals | 30 | District Wide | District |
| School Psychologist | 1 | District Wide | District |
| Guidance Counselor | 3 | District Wide | District |
| Occupational Therapist | 1 | District Wide | Contractor |
| Physical Therapist | 1 | District Wide | Contractor |
| Behavior Specialist | 3 | District Wide | Contractor |
| Other | 1 (Licensed Counselor ) | District Wide | District |

# Special Education Personnel Development

## Autism

| Description of Training | | | |
|---|---|---|---|
| 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. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Angie Lucas/Special Education Supervisor | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | District | Building Administrators<br>General Education Teachers<br>Paraprofessionals<br>Special Education Teachers |

## Positive Behavior Support

| Description of Training | | | |
|---|---|---|---|
| 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. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Angie Michaels/Building Principal | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 4 | 1 | Intermediate Unit | Building Administrators<br>General Education Teachers<br>Special Education Teachers |

## Paraprofessional

| Description of Training |
|---|

| The district's paraprofessionals will be offered many trainings in conjunction with teacher professional development such as :  Autism , Positive Behavior Support, CPI training and refreshers , Suicide Prevention ,  Mandated Reporter ,  PSSA compliance , Literacy Based Activities , Mental Health/ Wellness, CPR/First Aide and Paraeducator conference.. | | | |
|---|---|---|---|
| **Lead Person/Position** | | **Year of Training** | |
| Angie Lucas/Special Education Supervisor | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 20 | District<br>Intermediate Unit<br>PaTTAN<br>Other | General Education Teachers<br>Paraprofessionals<br>Special Education Teachers |

## Transition

| **Description of Training** | | | |
|---|---|---|---|
| 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 abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities , when applicable. Transition coordinator/county-wide meetings  Transition planning and goal writing 339 Meetings  Special Education Department Meetings  Professional Learning Communities (PLCs) | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Angie Lucas/Special Education Supervisor and Transition Coordinators | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 4 | District<br>Intermediate Unit<br>PaTTAN<br>Other | Paraprofessionals<br>Special Education Teachers |

## Science of Literacy

| **Description of Training** |
|---|
| The staff will be provided with training on the science of literacy, including phonemic awareness, phonics, fluency, vocabulary and comprehension. |

| Lead Person/Position | | Year of Training | |
| --- | --- | --- | --- |
| Angie Michaels/Elementary Principal; The RAND corporation | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 6 | 2 | Other | General Education Teachers<br>Paraprofessionals<br>Special Education Teachers |

## Parent Training

| Description of Training | | | |
| --- | --- | --- | --- |
| Parents will learn about science of reading model and how to support their child at home with reading. They will also undertand the Title I school-wide model anf the assocated servuces and resources. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Angie Michaels/Elementary Principal; Ashley White and Ashlee Wessel/Title I Reading Teachers | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 8 | District | Parents |

## IEP Development

| Description of Training | | | |
| --- | --- | --- | --- |
| The special education teachers will be provided with yearly trainings regarding IEP Development. This will include any updates and/or changes to IEP writing and development. | | | |
| **Lead Person/Position** | | **Year of Training** | |
| Angie Lucas/Special Education Supervisor | | | |
| **Hours Per Training** | **Number of Sessions** | **Provider** | **Audience** |
| 1 | 3 | District | Special Education Teachers |

# Signatures & Affirmations

Approval Date

2023-04-24


Uploaded Files



- x 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.
- x 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.
- x 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.
- x The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- x 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.
- x The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Mark D. Mitchell

Date

2023-04-25