

Windber Area SD

Special Education Plan Report

07/01/2015 - 06/30/2018

District Profile

Demographics

2301 Graham Ave
 Windber, PA 15963
 (814)467-5551
 Superintendent: Rick Huffman
 Director of Special Education: Mrs. Jennifer Shuman

Planning Committee

Name	Role
Christine Hudak	High School Teacher - Regular Education : Special Education
Kristen Phillips	High School Teacher - Special Education : Special Education
Esther Shank	Parent : Special Education
Jennifer Shuman	Administrator : Professional Education Special Education
Heather Wagner	Ed Specialist - School Psychologist : Professional Education Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 144

Identification Method

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

The WASD presently utilizes the traditional ability-achievement discrepancy model from grades K-12 to determine if a specific learning disability exists. The district has implemented the Response to Instruction and Intervention Model in the elementary school for reading and math. Information acquired by RTII is also utilized by the multidisciplinary team and school psychologist to assist in determining if a specific learning disability may exist. The district's RTII process includes a standards aligned curriculum, researched based instruction, data driven decision making, universal screenings, tiered interventions and progress monitoring.

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: <http://penndata.hbg.psu.edu/BSEReports>

Not Applicable to the Windber Area School District.

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?

The Windber Area School District serves as the Local Education Agency (LEA) for students placed outside the school district such as Residential Treatment Facilities (RTF) or foster placements. We

attend IEP meetings, CASSP, Treatment and Discharge meetings as required. We submit progress or input notes to help the students receive the supports they need to be successful.

Currently, there are no concerns or barriers which would impede the district's ability to meet its section 1306 requirements. If such a barrier would exist, the district would initiate an interagency meeting in order to facilitate a resolution and uphold its obligations.

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).

IU 08 provides educational services for the host district (Somerset Area School District) of our county prison. IU 08 procedures include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under Brian B. v. Commonwealth of PA. Students are interviewed and asked to participate in the program. The IU contacts the district of residence for records and to coordinate the course of study for students. Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 & IDEA requirements and procedures. For identified students, their IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

The district collaborates with the IU 08 as well as the Somerset Area School District in providing the necessary documentation and records for any district student who becomes incarcerated. The district is willing to provide any input in to the students educational programming, and assist in developing a free appropriate public education.

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 WASD promotes the inclusion of students with disabilities K-12 and participation of all students with disabilities in non-academic and extracurricular activities. This district also provides a continuum of placement options (itinerant, supplemental and full-time) for students in need of more intensive supports or services. Multidisciplinary teams will develop the IEP based on the student's individual needs. Placement decisions will be made after the IEP team meets and discusses student needs and goals are developed. IEP teams will consider placement in a regular education class within the neighborhood school as the first placement option with necessary support and services provided to facilitate success. Any accommodations, modifications or specially designed instruction will first be considered in the regular education setting. Removal from the regular education environment only occurs when education in that setting, with supplementary aids and services, cannot be achieved satisfactorily. The district understands that the student does not need to begin in regular education and fail before other placement options are available. Data such as previous evaluation reports, academic supports, assessments, medical information, IEP, etc. will be reviewed before any programming or placement changes are implemented. Windber Area School District will also provide schoolwide services for at-risk students as well including: Student Assistance Program (SAP), Title I, social work, psychologist services, mental health referrals and RTII options. At the elementary level, a remediation period is scheduled daily for students in need. The middle and high school levels offer a study hall or remediation period with supports as needed.

The district has a very small number of students placed outside of the neighborhood school and/or within private settings. Students within private and/or nonpublic settings are placed within those settings through interagency coordination and not solely due to their special education needs. The district assures that the continuum of services within the school district are the first consideration when determining if removal from the regular education environment meets the needs of that student.

WASD takes information from successful programs, PDE, PaTTAN, and evidence-based models when enhancing or expanding its services. Currently we are utilizing the co-teaching model (K-12) to keep our students in the LRE as much as possible. Our teachers and staff are encouraged to participate in any trainings, consultations or technical assistance opportunities to further their expertise. Most times, training opportunities are best matched to the personnel that provide that service and are helpful to all students not just students with disabilities. Throughout the 14-15 school year, all teachers have common co-planning time to discuss lesson planning, delivery of supplementary aids and services, parent teacher conferences, or guided support from the special education teachers or administration as needed.

The district utilizes numerous instructional modifications and accommodations for students with diverse learning needs. Each teacher utilizes various instructional strategies (i.e. pre-teaching, additional directions provided, additional examples/activities) and differentiated instruction techniques in all classrooms for all students. More specific examples can include: test modifications, modified curricular goals, alternate ways to demonstrate learning, use of assistive technology (laptop for notes, communication devices, large print materials, sound amplifiers, etc.), and providing research-based materials. All teachers received Modification Wheels that provide instructional strategies, as well as accommodations and modifications for specific learning needs and behaviors.

The district has practiced implementing physical adaptations and modifications for all students. We

have and will continue to engage in altering the environment (ie. moving desks/furniture, purchasing specialized seating, removing products with latex for those with allergies, covering/altering lighting) to assure students with specialized needs can participate fully in all environments. We have consulted with mobility specialists to ensure students with physical handicaps can easily maneuver throughout the buildings. Additionally, they have suggested specialized equipment to aid in independent or limited assistance transfers in areas such as restrooms.

In order to increase the social-behavioral aspect of a student's education, the district uses its personnel resources to counsel and support all students. Individual and small group counseling sessions are held regularly and in times of need. The school psychologist has started social skills groups for students all grade levels with specific focus areas in friendship and anger management.

In order to individualize interventions, functional behavioral analysis and behavioral support plans are written as needed.

According to the most updated Penn Data report for the 12-13 SY, the itinerant level was 83.5% which met the SPP target.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The Windber Area School District strives to ensure all students the opportunity to acquire the knowledge, skills, and attitudes necessary to solve problems, communicate effectively, and be responsible citizens, while preparing for a life of continual growth and learning through a premier educational environment. The district holds three core values: (1) School Safety; (2) Enhanced Student Development; and (3) Improved Communication. The district's ability to create that environment mandates that our administrators, faculty and staff identify and understand the learning needs of each child - not just academically, but also physically, mentally, and socially.

Similarly, the team of public health staff at the Center for Health Promotion and Disease Prevention at Windber Research Institute has worked with school districts throughout the region since 1997.

Through this effort, the center has introduced successful safety and wellness programs for both faculty and students, and the district is planning on pairing with the Research Institute to provide these opportunities to our staff. The district has been working on creating a series of trainings that will foster school wide positive behavioral support and provide students with a safe school climate.

The HEAL ® (Holistic Educational Approach to Learning) Program is a Children's Learning and Developmental-Based Teachers' Training Program that aims to help educators more efficiently reach and teach the whole child. Developed by Windber medical Center, the Center for Health Promotion and Disease Prevention at Windber Research Institute, and Windber Area School District, the pilot program includes a series of four, full-day professional development sessions geared to teacher

practices, but with measurable outcomes for both teachers and students. In addition to WASD faculty, the program will also be open to early childhood providers that serve children in the district, such as Head Start and private preschool and day care centers. The goal of the HEAL @Program is to equip educators with the tools and knowledge necessary to effect changes in the classroom that impact individual students' health and fitness, enhance academic achievement, and improve self-esteem. That begins with the recognition that children do not learn in a vacuum. They come from different socioeconomic backgrounds, endure a spectrum of nurturing, dysfunctional and even frightening home situations, and carry with them an array of physiological, behavioral, nutritional and developmental stumbling blocks that hinder learning and often play out in the classroom as disinterest, laziness, disruptive behavior, and for many, poor performance. Teachers will also be instructed in how adopting and modeling healthy habits and positive attitudes of their own can benefit everyone's educational experience.

All students will be educated in the least restrictive environment. If a behavioral need is present, the multidisciplinary team will meet to address the concern and create an action plan or Positive Behavior Support Plan (PBSP) as needed. With special education students, a re-evaluation report (RR) or functional behavioral analysis (FBA) is often warranted when multiple disciplinary infractions occur or more intensive needs are recognized. A positive approach will be utilized rather than a negative. Adverse techniques, restraints or discipline procedures will not be used as the student's educational program or for staff convenience or punishment. Any physical restraints will be documented and reported as per the student's IEP or state requirements. Any teachers or staff using a restraint will be certified and trained in a non-violent crisis intervention program.

Mechanical restraints may be included in a student's IEP only when recommended by a qualified medical professional and only to control involuntary movement or lack of muscle control. Corporal punishment, punishment for a manifestation of a child's disability, locked rooms, boxes or other structures/spaces, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, treatment of a demeaning nature and/or electric shock will not be used by any WASD personnel or programs.

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.

Presently, and over the course of the last several years, the Windber Area School District has not had any difficulty in ensuring FAPE for any students. We continue to utilize the IEP process to ensure FAPE throughout the IEP team decision making process, having regular communication with

parents, and working closely with community agencies and resources to ensure students are receiving the most appropriate education and services. If a situation should occur where FAPE has not been provided, the multidisciplinary team would meet to discuss and create an action plan or recommendation to the IEP team. The IEP team would re-evaluate and provide a continuum of services that may be appropriate beginning with the least restrictive environment.

When the appropriate programming and placement has been determined, the district will work together with other agencies as needed to provide FAPE. In some instances, a partial hospitalization program, approved private school, private separate facilities and/or hospital or homebound programs are deemed appropriate. The district would also work to provide any training or consultation to staff, parents, etc. in order to address the student's needs.

Currently, the school district contracts with a full-time school psychologist as well as an emotional support and autistic support teacher, and contracts with the IU for social work services in the event immediate supports/services would be needed for any student. Windber houses an after-school Twilight Program, operated by the Learning Lamp, that focuses on students who are struggling within the traditional school setting and require a smaller group setting with a therapeutic counseling component. Although this is not a special education placement, students who qualify for the program and receive special education services are supported with certified special educators, regular educators, and counselor. The district has frequent and ongoing contact with the Appalachia Intermediate Unit 08, PaTTAN and the Bureau of Special Education to address any possible questions or concerns with a student or appropriate programming. If more intensive services are needed, the district has a collaborative relationship with various interagency teams and also utilizes the CASSP system to evaluate resources and available services. Some of the services that could be utilized include, but are not limited to: Somerset/Bedford MHMR, Cambria County MHMR, Somerset/Cambria Children and Youth Services, the Children's Aide Home of Somerset County, Twin Lakes Center, Nulton Diagnostic & Treatment Center, CASSP, Aloysia Hall, Greater Johnstown Career and Technology Center, Appalachia Youth Services, Somerset County Probation, and local school districts. We strive to have an open and working relationship with local and community agencies to ensure that the student is being serviced in an appropriate fashion. We will continue to utilize these collaborative relationships since their resources represent a plethora of experience, information and services that the students served by the district can benefit from.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Special Education

1. Teachers
2. Co-Teaching
3. High Expectations
4. Assessment/Progress Monitoring

5. Partnerships/Trainings
6. Parent Communication
7. Identification Process
8. Supplementary Aides and Services

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
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Pressley Ridge	Other	Emotional and Autistic Support	5
IU-08	Other	Life Skills Support (LSS)	8
IU-08	Other	Multi-Disability Support (MDS)	1
Hoffman Homes	Other	Private Residential Facility	2
Shade Central City	Neighboring School Districts	Life Skills Support	2
Children's Aid Home	Other	Private Non-Residential	1
Appalachian Youth Service (AYS)	Other	Private Non-Residential	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 150 sq. ft.

Square footage of this classroom: 192 sq. ft. (16 feet long x 12 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Elementary School-MR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	1

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 15, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area School	An	A building in	Itinerant	Learning	8 to 11	15	1

District- GM	Elementary School Building	which General Education programs are operated		Support			
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Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area High School- ELA	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Middle School- DB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	20	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Elementary School-GO	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	60	0.93
Justification: This teacher works with Speech and Language Support only within the Windber Area School District.							
Windber Area Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 21	5	0.07
Justification: This teacher works only with Speech Language Support within the Windber Area School District.							

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Elementary School-SC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	5	0.1
Justification: This teacher works only with Emotional and Autistic Support Students at the Windber Area Elementary School.							
Windber Area Elementary School-SC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 12	10	0.9
Justification: This teacher only works with Emotional and Autistic Support Students at the Windber Area Elementary School.							

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Windber Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 7	6	0.15
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Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area High/Middle School-AR	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 19	15	1
Justification: Teacher works with Itinerant Learning Support grades 6-12							

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area High School- ER	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	15	0.9
Windber Area High School- ER	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	2	0.1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area High School- KP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area High/Middle School- TC	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 21	10	0.2
Justification: This teacher works with Emotional and Autistic Support Students at the Windber Area High and Middle Schools.							
Windber Area High/Middle School- TC	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 21	2	0.3
Justification: This teacher works with Emotional and Autistic Support Students at the Windber Area High and Middle Schools.							
Windber Area Middle School- TC	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.2

		operated					
Windber Area Elem School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.15
Windber Area High/Middle School- TC	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.15

Program Position #12 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 3, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Westmont High School- HM	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	1	0.15

Justification: This teacher has all secondary FT LSS students.

Program Position #13 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 3, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Westmont Hilltop MS- CB	A Middle School Building	A building in which General Education programs are	Full-Time Special Education Class	Life Skills Support	11 to 15	1	0.15

		operated					
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Program Position #14 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 3, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
GJCTC- EF	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	1	0.15
Justification: This teacher has all secondary FT LSS students.							

Program Position #15 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 3, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bloomfield Apartment Program	A Senior High School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 21	3	0.45
Justification: This teacher has all secondary FT LSS students.							

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 150 sq. ft.*Square footage of this classroom:* 192 sq. ft. (12 feet long x 16 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Elementary School- CG	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	20	1

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 16, 2014

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Windber Area Middle School- DP	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	20	0.6
Windber Area Middle School- DP	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 14	2	0.2
Windber Area Middle School- DP	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	8	0.2

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 3, 2015

Average square feet in regular classrooms: 150 sq. ft.

Square footage of this classroom: 225 sq. ft. (15 feet long x 15 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Forest Hills MDS	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	11 to 15	1	0.15

Program Position #19 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 3, 2015*Average square feet in regular classrooms:* 150 sq. ft.*Square footage of this classroom:* 150 sq. ft. (15 feet long x 10 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
IU-08 LSS Ebensburg Mini Mall	A Senior High School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Life Skills Support	18 to 21	1	0.15

Special Education Support Services

Support Service	Location	Teacher FTE
Special Services Coordinator	WASD	1
Personal Care Aide	Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Pressley Ridge	Outside Contractor	5 Days
Alternative Community Resource Program (ACRP)	Outside Contractor	5 Days
Learning Lamp, Inc.	Outside Contractor	5 Days
Alternative Education for Disruptive Youth (AEDY)	Outside Contractor	5 Days

District Level Plan

Special Education Personnel Development

Autism

Description	Over the course of this plan, the Windber Area School District will provide specialized Autism training in the areas of Assistive Technology, Supplementary Aids and Services, Speech and Language Support, Behavioral Support, and other consultations as needed.
Person Responsible	Mrs. Jennifer Shuman
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

Professional Development Details

Hours Per Session	1.5
# of Sessions	10
# of Participants Per Session	2
Provider	IU-08, Pressley Ridge, PaTTAN, Windber Area School District, other consultants
Provider Type	School Entity, Non-profit Organization, IU-08, Individual and PaTTAN
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> - Behavior Modification - iPads/Technology - Autistic Supports (Visual Schedule, Rewards) - Consultation -Networking
Research & Best Practices Base	<ul style="list-style-type: none"> - Applied Behavior Analysis - Supplementary Aids and Services

	<ul style="list-style-type: none"> - Assistive Technology - Least Restrictive Environment
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	<ul style="list-style-type: none"> LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors

	<p>Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</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</p> <p>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 Joint planning period activities 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.</p> <p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio Progress monitoring reports will show a 5% increase in academic and functional goals.</p>

Behavior Support

Description	<p>Over the course of this plan, the Windber Area School District will provide specialized Behavior Support training in the areas of OLWEUS bullying, Non-Violent Crisis Intervention and de-escalation techniques, Functional Behavioral</p>
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	Analysis, Positive Behavior Support Plans and other consultations as needed.
Person Responsible	Mrs. Jennifer Shuman
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology

Professional Development Details

Hours Per Session	1.5
# of Sessions	3
# of Participants Per Session	5
Provider	IU-08, Pressley Ridge, PaTTAN, Windber Area School District, other consultants
Provider Type	School Entity, Non-profit Organization, IU-08, Individual and PaTTAN
PDE Approved	Yes
Knowledge Gain	- Non-Violent Crisis Intervention - Functional Behavior Assessment / PBSP
Research & Best Practices Base	- Non-Violent Crisis Intervention - Functional Behavior Assessment / PBSP
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,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</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 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 Joint planning period activities 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. Student PSSA data</p>

	<p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>Progress monitoring reports will show a 5% increase in functional goals related to behavior and a decrease of inappropriate behavior requiring disciplinary action.</p>
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Paraprofessional

Description	Over the course of this plan, the Windber Area School District will provide specialized Paraprofessional training in school-related topics such as behavior management, accommodations, sign language, first aid and CPR and other consultations as needed.
Person Responsible	Mrs. Jennifer Shuman
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Student Services

Professional Development Details

Hours Per Session	1.5
# of Sessions	4
# of Participants Per Session	5
Provider	IU-08, Learning Lamp, PaTTAN, Windber Area School District, other consultants
Provider Type	School Entity, Non-profit Organization, IU-08, Individual and PaTTAN
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> - American Sign Language - Non-Violent Crisis Intervention - Behavior Modification - Accommodations and Modifications
Research & Best Practices Base	- American Sign Language

	<ul style="list-style-type: none"> - Non-Violent Crisis Intervention - Behavior Modification - Accommodations and Modifications
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> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Online-Asynchronous</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>

	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 Joint planning period activities Journaling and reflecting
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio Progress monitoring reports will show a 5% increase in academic and functional goals.

Reading NCLB #1

Description	Over the course of this plan, the Windber Area School District will provide specialized training in the area of NCLB #1, supplemental reading and math programming, assessment, modifications, accommodations, specially designed instruction, LRE and other consultations as needed.
Person Responsible	Mrs. Jennifer Shuman
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services,

	Gifted Education, Educational Technology
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Professional Development Details

Hours Per Session	3.0
# of Sessions	8
# of Participants Per Session	2
Provider	IU-08, Learning Lamp, PaTTAN, , PDE, Windber Area School District, other consultants
Provider Type	School Entity, Non-profit Organization, IU-08, Individual and PaTTAN
PDE Approved	Yes
Knowledge Gain	Essential Elements of Reading Skill acquisition related to the Common Core Standards.
Research & Best Practices Base	<ul style="list-style-type: none"> - Applied Analysis - Supplementary Aids and Services - Technology - Research Based Best Practices - Pennsylvania State Standards
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,</p>

	<p>with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents</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</p> <p>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 Joint planning period activities 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.</p>

	<p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>Progress monitoring reports will show a 5% increase in reading and math academic goals.</p>
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Transition

Description	Over the course of this plan, the Windber Area School District will provide specialized Transition training in the areas of Post-secondary supports, IEP writing, Person-centered planning, and other consultations as needed. WASD recently went through the Cohort - 5 Indicator 13 training during the last comprehensive planning phase.
Person Responsible	Mrs. Jennifer Shuman
Start Date	7/1/2015
End Date	6/30/2018
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	1.5
# of Sessions	5
# of Participants Per Session	5
Provider	IU-08, PaTTAN, PDE, Windber Area School District, other consultants
Provider Type	School Entity, Non-profit Organization, IU-08, Individual and PaTTAN
PDE Approved	Yes
Knowledge Gain	<ul style="list-style-type: none"> - Transition Process - required elements - Indicator 13 - IEP Writing Process
Research & Best Practices Base	<ul style="list-style-type: none"> - Transition Process - required elements - Indicator 13

	- IEP Writing Process
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> <p>Live Webinar</p> <p>Department Focused 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>Paraprofessional</p> <p>Classified Personnel</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p> <p>Parents</p>

Grade Levels	Middle (grades 6-8) High (grades 9-12)
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 peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>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.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Portfolio</p> <p>Progress monitoring reports will show a 5% increase in transition goals.</p>

Special Education Affirmations

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

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.

Affirmed by Timothy Tokarsky on 4/27/2015

Board President

Affirmed by Rick Huffman on 4/23/2015

Superintendent/Chief Executive Officer