

Special Education

Special Education Students

Total students identified: **477**

Identification Method

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

The West Allegheny School District currently utilizes the achievement-ability discrepancy method to determine whether or not a student has a specific learning disability. Prior to a staff referral for evaluation, students are provided with regular education supports that include literacy intervention and resource math. All elementary students in grades kindergarten through fifth are screened for reading three times each year utilizing the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify students who are not achieving at benchmark in essential components of literacy skills.

Students below benchmark expectations receive interventions through general education prior to a referral for special education. Interventions include differentiated instruction within a regular education setting along with small group instruction with a literacy specialist. Programs utilize leveled materials that are part of the district's reading curriculum and also include instructional strategies that address phonemic awareness, decoding, fluency, sight word recognition and comprehension.

Similarly, students are evaluated for math resource support utilizing standardized assessments and curriculum based measures, and they receive small group support based on their eligibility.

Progress is monitored regularly and students are discussed at intervention meetings that occur at least one time per nine weeks or when requested by a teacher or parent. At intervention meetings, the team determines whether a student should continue with general education supports or be referred for an evaluation to determine eligibility for special education services. At any time during this process, a parent can request an evaluation.

Once a student is referred for a psychoeducational evaluation, the assigned psychologist administers individual standardized cognitive and academic assessments to determine functioning levels. All of the information collected through the pre-referral process is reviewed and included in the decision making regarding eligibility for special education in oral expression, listening comprehension, basic reading, reading fluency, reading

comprehension, math calculation, math problem solving or written expression. While achievement-ability discrepancy remains the primary means of obtaining services, scores on standardized assessments are not the only benchmark taken into consideration. Other factors considered include performance on state and local assessments relative to state approved grade level expectations; curriculum based measures completed at regular intervals throughout the pre-referral process; performance on classroom assessments; and patterns of strengths and weaknesses.

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>

In review of the special education data report, the West Allegheny School District is comparable to the state average overall in the number of identified students with disabilities. The West Allegheny School District has 15.0% identified special education students; the state average is 15.3%. In further review; however, there are some noted areas of over identification and areas of under identification. The school district has identified 4.5% of the student body with the label of Emotional Disturbance compared to the state average of 8.6%. In contrast, the district has identified 13.2% of students with Other Health Impairment, while the state average is 11.2%. Many students that could have the identification of Emotional Disturbance have been identified as Other Health Impaired in the West Allegheny School District due to a medical diagnosis. Another area of under identification is Intellectual Disability; the district has a population of 3.3% and the state average is 7.1%. The district has an over identification in the area of Speech and Language Impairment with a 25.7% population, while the state average is 16.0%. To address this, the district has implemented a response to intervention model, with the therapist consulting and providing intervention level services within the regular education setting, before a formal referral is made.

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?

There are currently no facilities located within the West Allegheny School District. The district provides the required special education paperwork to the facility where the student has been placed as soon as notification is made. Should the student be arrested on school grounds, special education paperwork is handed to the arresting officer as required by law. Follow through is completed by the Director of Pupil Services to ensure the student is receiving the appropriate educational services.

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).

The West Allegheny School District does not have a facility that houses incarcerated students. The school district maintains an official file on each identified student that contains special education records. When a student of the West Allegheny School District is placed in a facility, school records are shared and the district participates to the extent possible in the development of the Individual Education Plan so that the student continues to receive a free appropriate public education. The district requests quarterly progress monitoring reports and grades to ensure the needs of the student are being met.

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.

Prior to placement in special education, the IEP team reviews the evaluation report and determines the strengths and needs of the student and the most appropriate way in which to provide education in the least restrictive environment. The placement decision is based only on the needs of the individual student and is made at the IEP team meeting, which always includes the parent. All West Allegheny students are included as appropriate with

non-disabled peers for content area and fine and applied arts classes as well as elective classes at the middle and high school level. Students with more significant disabilities are provided adapted fine and applied arts classes, but also may participate with non-disabled peers as appropriate.

The district provides supplementary aids and services within the regular education setting and in extracurricular and non academic settings in order to maximize the extent to which students with disabilities participate with non-disabled peers. Removal from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. When considering the appropriate educational program for a student, the IEP team considers input from all members including parents, teachers, administrators, psychologists, counselors, and related service providers.

Behavioral supports are provided through positive behavior support plans. Identified social needs are addressed through the guidance office in small group and individual sessions. The IEP team determines if any physical adaptations are necessary to the classroom environment, or if there is a need for any adaptive equipment or adjustment to sensory input. All students are provided adaptations and modifications within the general education setting to ensure that they are provided every opportunity to participate with non-disabled peers prior to removal from the regular education classroom. The district has common planning time at all levels so that teachers can collaborate and co-plan regarding student needs and accommodations.

Students are encouraged to participate in extra-curricular activities such as chorus, band, athletics, clubs, and other activities offered. The district supports participation of children with disabilities in non academic and extra-curricular activities by providing paraprofessionals and transportation to events. Students with disabilities that prevent them from participating in athletics have functioned as team managers or assistants. Students with diverse disabilities attend the same school and participate in the same activities as non-disabled peers to the maximum extent appropriate. The district has trained and provided peer support groups in each school that provides programs for students with cognitive impairments. The high school life skills teacher has organized an Olympic Day each year and invites surrounding districts to participate. Students in leadership programs act as peer mentors during the activities.

Educational placements outside the district are only considered when a student is not experiencing success academically, behaviorally, or socially, and the IEP team has considered all interventions available for the student within the district. The Director of Pupil Services attends all IEP meetings for students placed outside the district in order to ensure the student's level of need continues to require programming and services that

cannot be provided in a less restrictive environment within the school district. At each IEP meeting, goals are discussed to plan for transition back to the public school. Transitions are

individualized and often occur by transitioning students for partial days and increasing time as they have success.

Professional development for all staff, including paraeducators, emphasizes literacy skills and conceptual thinking in mathematics. The district works closely with training partners such as PATTAN, the Allegheny Intermediate Unit, the Watson Institute, and PACE school. The district has worked with the Watson Institute to develop a Verbal Behavioral Analysis program in the life skills classroom and is engaged in an initiative with PACE to develop strategies to support students with Autism in the inclusive setting. Teachers have attended training at PATTAN and the Allegheny Intermediate Unit for topics including progress monitoring, positive behavioral support, and working with students with Autism, as well as district provided programs in these areas. There is a district initiative to train regular and special education teachers in a consultative and co-teaching model to ensure that students can receive supports within the least restrictive environment. The district has also worked with outside agencies to provide training to parents and teachers in the areas of extended school year, procedural safeguards, and conducting IEP meetings with parents as partners. The district has provided the paraeducators with a web based program that can be individualized to provide training on specific student needs and has over 120 different training modules.

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 West Allegheny Behavior Management Policy for Exceptional Children follows the state required components, according to Chapter 14, and encourages positive techniques for the development, change, and the maintenance of appropriate behavior. The policy represents a three tier hierarchical model based on best practices cited in current professional literature. The policy presents an array of models from which to choose depending upon the type of behaviors the student is exhibiting. The use of restraints is considered a last resort and is only used in emergency situations when a student is acting in a manner as to be a clear and present danger to themselves, to other students, or to an employee. Restraints may only be used after less restrictive measures and techniques, as detailed in the student's positive behavior support plan have been attempted, but were unsuccessful. Teams in each building

are trained yearly in de-escalation. Any restraint that occurs is reported to the parent and the state, as required by law. An IEP is scheduled within 10 days and the IEP and behavior support plan are reviewed for appropriateness and effectiveness.

Yearly training is provided to staff on positive behavior supports through district programming, including on site training with guided practice, conferences, and distance learning. All staff including regular education, special education, and paraeducators are given the opportunity to participate. All staff are responsible for understanding the district policy.

The district uses a tiered model which begins with the implementation of a class-wide positive behavior support plan. If the student responds to Level I, an individual Positive Behavior Support Plan is not needed. Level II includes specific interventions designed for the individual student through a Positive Behavior Support Plan and specially designed instruction. These plans are developed through consultation with the IEP team, which includes parents, classroom teachers, building administrators, related service providers, school psychologists, and school counselors as appropriate. Level III includes a formal Functional Behavior Assessment which includes collection of baseline data through interviews with teachers, parents, and students, as well as classroom observations to document the frequency and intensity of behaviors of concern. This data is analyzed for patterns that assist in the development of a Positive Behavior Support Plan. The plan is implemented and periodically reviewed to determine effectiveness, and adjustments are made as needed. The policy includes parental involvement throughout the process and forbids the use of aversive techniques. The policy states that there must be parental consent and notification for the use of restraints or intrusive procedures.

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.

The West Allegheny School District has not experienced difficulty ensuring FAPE for a particular student or a disability category. The district provides a free, appropriate public education to special education students at no cost to the parents and maintains a continuum of services within the district to ensure that students are educated in the least restrictive environment. Many pre-referral supports are in place to ensure that evaluation for, and placement in, special education occur only when a student cannot make expected progress with supports in the general education environment. Placements in outside settings

are considered only after all other options have been exhausted, and the IEP team determines it is appropriate. If the team determines that a student's needs cannot be met within the district programs, procedural safeguards are followed and the parent participates in the determination of placement. The Director of Pupil Services accompanies parents to observe potential placements so they are able to participate in their child's education and have information to assist in their role as an IEP team member. Every attempt is made to keep the student as close to their neighborhood school as possible. In addition, the district maintains involvement with a student's out of district program through attendance and participation at IEP meetings and review of progress reports to ensure a smooth transition back to district programming when appropriate. The West Allegheny School District utilizes an interagency approach to locate educational placements and services for hard to place students with disabilities. The Director of Pupil Services works in collaboration with the AIU Interagency contact to assist the district and consider public and private facilities that are equipped to meet the needs of a particular student. Parent participation is encouraged, as they are vital members of the IEP team and they are provided with all information regarding placement options. The district may also contact the Supervisor of Children/Adolescent Services from the Allegheny Department of Human Services/Department of Behavioral Health in order to solicit support or assistance from other agencies.

The district has developed a consultative relationship with The Watson Institute and PACE school to provide assistance for individual students and to train teachers working with students with Autism and serious behavioral difficulties. The West Allegheny Virtual Academy is also utilized to provide a blended school approach for students that may have difficulty functioning within the typical classroom.

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.

The district provides a continuum of services in grades K-12 to educate students in the least restrictive environment. Review of data indicates that only 3.1% of special education students within the district were placed inside a regular education classroom for less than 40% of the time, which is significantly lower than the state average of 8.9%. The percent of students placed outside the district is also lower than the state average (5%), with 2.9% of students needing services that cannot be provided in district special education programs. In review of the state data form, West Allegheny students are educated in the least restrictive environment at a rate commensurate with state averages. The district has met the state performance plan targets for participation on the state assessment. Although NCLB proficiency rate targets were not met for special education students, the district's special education subgroup population performed higher than the state averages. LEA proficiency

rates for reading were 45.52% compared to a state average of 31.79%, and LEA math proficiency rates were 45.52%, compared to the state average of 37.20%.

In an effort to ensure that all students are educated in the most appropriate setting once they begin to receive special education services, the district provides time for teachers to participate in the development of the student's IEP. Extensive reevaluations are completed, rather than waived, every three years. Students with Intellectual Disabilities are reevaluated every two years. Information for the reevaluation is collected from parents and teachers, and includes a review of progress monitoring toward IEP goals, as well as performance on state and local assessments. The information is included in a reevaluation report, which is provided to the parents prior to the IEP meeting. Based on the collected data, recommendations for continuation of services are reviewed. At each IEP meeting, the full continuum of services is discussed with emphasis on education in the least restrictive environment. The district has established a priority of academic rigor, equality, and excellence for all students, which includes a goal of having 80% of students with exceptionalities included 80% or more in regular education classes. Parents have the right to request a complete reevaluation at any time. The district employs two full time psychologists who write reevaluation reports and review all testing and data collected to determine if students are making meaningful progress.

The school district solicited information from special education teachers, general education teachers and school administrators through building teams as part of the process to include all constituents in obtaining information for the completion of the comprehensive plan. Input solicited from all stakeholders indicates the following program strengths: low student-teacher ratios; inclusive practices; communication between administration and staff; paraprofessional assistance and training; consultation/collaboration from outside agencies; success with direct instruction programs; appropriate specially designed instruction to meet student academic and behavioral needs; improved standardized test scores; implementation of an RTII model; and monthly special education department meetings.

Each month, special education teachers are invited to a meeting facilitated by the Director of Pupil Services in which relevant information is explained and reviewed. The district has provided extensive training for regular and special education teachers, as well as paraprofessionals, in the areas of autism, positive behavior supports, social skills, inclusive practices, formative assessment, and literacy. Research based programs are implemented to provide direct instruction for students in need of further development of essential components of literacy and mathematics.

An additional program strength includes operation of district run Extended School Year programs. Within the district, student IEPs are implemented to ensure continued progress

toward goals during breaks in educational services. The programs are provided by district teachers, speech and language clinicians, school psychologists, and guidance counselors who are familiar with the students, and provide individual academic, behavioral, and functional skill instruction according to the student's IEP in an environment in which the students are familiar. Each ESY program includes interaction with typical peers to enhance the development of social and communication skills. ESY programming is based on the student's individual needs. ESY programs may also be provided by outside agencies that are specific to the student's needs. A program has also been developed for all students who need assistance with the transition from elementary to middle school and middle school to high school.

Throughout the year, parent trainings have been held to provide further information regarding district special education programs/materials, transition services, and information about the implementation of special education services. The district partnered with the PEAL center to provide programs to parents on ESY, enhancing parent participation in the IEP process, and understanding procedural safeguards. Outside agencies have been invited to provide information regarding post secondary options for students with a range of abilities, and teachers have presented lessons to familiarize parents with programs currently being implemented within special education. A series of workshops for parents addressed specific issues related to Autism, including research, social development, sensory needs, and behavior management. The Watson Institute Friendship Academy provided presentations regarding topics such as ADHD, anxiety, and parenting a child with a disability. The district has also partnered with South Fayette School District to provide additional opportunities for parent training. Parents attending all trainings are asked to complete an evaluation, all of which have generated positive comments. Parents are also asked to provide feedback regarding possible future topics to address specific concerns and needs, which is used to develop future training and make improvements to the programs.

The district utilizes technology to enhance the education of students with disabilities. Each special education classroom has a bank of computers, and students may access iPads, as well as smart boards. The district continues to invest in technology to support the curriculum.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

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
Western Pennsylvania School for the Blind	Approved Private Schools	Vision Impaired	1
The Watson Institute	Approved Private Schools	Life Skills Support	3
Wesley Academy	Other	Emotional Support	1
Pathfinder School	Other	Autistic Support	5
McGuire Memorial	Other	Autistic Support	1
Therapeutic Learning Center	Other	Autistic Support	1
Pioneer Education Center	Other	Multiple Disabilities	1
Bradley Center	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKee Elementary MBK	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	3	0.2
McKee Elementary MBK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	5	0.8

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKee Elementary LW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	2	0.2
McKee Elementary LW	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	8	0.8

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKee Elementary ST	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	3	0.2
McKee Elementary ST	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 10	9	0.8

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKee Elementary SR	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.3
McKee Elementary SR	An Elementary School	A building in which General	Supplemental (Less Than 80% but More	Learning Support	10 to 12	6	0.7

	Building	Education programs are operated	Than 20%)				
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Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

Reason for the proposed change: school renovations

Present Class Location: 1st grade area

Proposed Class Location: 1st grade area

Length of time class has been in present location: five years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary AS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.8
Wilson Elementary AS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	2	0.2

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

Reason for the proposed change: school renovations

Present Class Location: 3rd grade area

Proposed Class Location: 3rd grade area

Length of time class has been in present location: 5 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary BK	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	7	0.8
Wilson Elementary BK	An Elementary	A building in which	Itinerant	Learning Support	7 to 9	2	0.2

	School Building	General Education programs are operated					
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Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

Reason for the proposed change: Part of the Elementary school was moved to another building due to construction.

Present Class Location: Wilson Elementary 4th grade area

Proposed Class Location: Donaldson Elementary at Wilson wing

Length of time class has been in present location: 5 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary KF1	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 10	8	0.8
Wilson Elementary KF1	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.2

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 2, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

Reason for the proposed change: school renovations

Present Class Location: 5th grade area

Proposed Class Location: 4th grade area

Length of time class has been in present location: 5 years

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary TW	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.8

Wilson Elementary TW	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.2
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Program Position #9

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary LM1	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 10	5	0.5
Wilson Elementary LM1	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	3	0.5

Program Position #10

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary JR	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 6	2	0.16
Wilson Elementary JR	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 6	5	0.36

Program Position #11

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donaldson Elementary DE	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	5	0.8
Donaldson Elementary DE	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	1	0.2

Program Position #12

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donaldson Elementary HS	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 10	8	0.7
Donaldson Elementary HS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	3	0.3

Program Position #13

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donaldson Elementary BL	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.8
Donaldson Elementary BL	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	2	0.2

Program Position #14*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School BK1	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5
WA Middle School BK1	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	0.5

Program Position #15*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School BB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	6	0.5
WA Middle School BB	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5

Program Position #16*Operator: School District***PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School LM2	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5
WA Middle School LM2	A Middle School	A building in which General	Itinerant	Learning Support	11 to 12	5	0.5

	Building	Education programs are operated					
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Program Position #17

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School SL	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5
WA Middle School SL	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	0.5

Program Position #18

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School JS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	7	0.5
WA Middle School JS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	7	0.5

Program Position #19

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School JH	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.5

		operated					
WA Middle School JH	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	7	0.5

Program Position #20

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School MS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	8	0.5
WA Middle School MS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	7	0.5

Program Position #21

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School KF2	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 14	3	0.5
WA Middle School KF2	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	2	0.5

Program Position #22

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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WA High School KP	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	5	0.5
WA High School KP	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	9	0.5

Program Position #23

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School AK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	5	0.5
WA High School AK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	9	0.5

Program Position #24

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School JM	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 17	7	0.5
WA High School JM	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	8	0.5

Program Position #25

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School BC	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 17	5	0.5
WA High School BC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	11	0.5

Program Position #26

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School PS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.5
WA High School PS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	14	0.5

Program Position #27

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School LC	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 18	5	0.5
WA High School LC	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.5

Program Position #28

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School TK	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	5	0.5
WA High School TK	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	10	0.5

Program Position #29

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School KB	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	3	0.5
WA High School KB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	12	0.5

Program Position #30

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School TC	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	6	1

Program Position #31

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA High School MB	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	34	0.9
WA Middle School MB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.1

Program Position #32

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School KMC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	44	1

Program Position #33

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donaldson Elementary JV	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	53	1

Justification: The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age ranges.

Program Position #34

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McKee Elementary KM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	46	1

Justification: The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age ranges.

Program Position #35

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson Elementary LWA	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	58	1

Justification: The speech and language teacher services the entire elementary building, however, students are grouped according to appropriate age ranges.

Program Position #36

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
WA Middle School HC	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5
WA Middle School HC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 14	5	0.5

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Pupil Services	All Buildings	1
School Psychologists	All Buildings	2

Paraprofessionals	All Buildings	37
Speech/Language Clinicians	All Buildings	5
Social Worker	All Buildings	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	24 Hours
Physical Therapist	Intermediate Unit	10 Hours
Family Links Counseling Service	Outside Contractor	8 Hours