
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Special Education Report

Tuesday, March 15, 2011

(Last Approved: Wednesday, June 30, 2010)

Entity: Westmont Hilltop SD

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Contact Name: Susan Anderson

School District Demographics

School District	IU #	Superintendent	# of Bldgs	Total Enrollment	Total Unduplicated SES Students
Westmont Hilltop SD	Appalachia IU 8	Dr. Susan Anderson	3	1756	173

District Special Education Contact:

Name	Title	Phone	Fax	Email
Mr. Steven McGee	Assistant Superintendent	(814) 255-8711	(814) 255-7735	sdm@whsd.org

Special Education Plan Team Members

Name	Affiliation	Membership Category	Appointed By
Anderson, Dr. Susan	Westmont Hilltop School District	Administrator	Administrators
Civis, Mrs. Kelly	Westmont Hilltop School District	Parent	School Board
Ferris, Miss Elizabeth	Westmont Hilltop School District	Special Education Teacher	Teachers
Freidhoff, Lisa	Westmont Hilltop School District	Regular Education Teacher	Teachers
Gvozden, Mrs. Karen	Westmont Hilltop School District	Parent	School Board
McCombie, Mrs. Cindy	Westmont Hilltop School District	Ed Specialist - School Psychologist	Educational Specialists
McGee, Mr. Steven	Westmont Hilltop School District	Administrator	Administrators
Miller, Miss Julie	Westmont Hilltop School District	Special Education Teacher	Teachers
Mourey, Mrs. Carrie	Westmont Hilltop School District	Elementary School Teacher	Teachers
O'Neil, Mrs. Molly	Westmont Hilltop School District	Special Education Teacher	Teachers
Thomas, Mrs. Heather	Westmont Hilltop School District	Ed Specialist - School Counselor	Educational Specialists

Program Evaluation (P.L. 105-17, §612(2) and §613(a))

Current Program Strengths and Highlights

General Program Strengths

Staff

The greatest strength of the Special Education Program is still the dedicated, knowledgeable, and caring staff that serves it, including teachers, paraprofessionals, the guidance counselors and

administrators. New in 2008-2009, the district has added an additional instructional support teacher at the elementary school. In addition, in 2010, two class size reduction teachers were added.

Identified students have individualized plans and are closely monitored by the Support Teachers every day. Guidance counselors are knowledgeable of each student's IEP and serve as an integral part of the support process for students, parents, and teachers. Counselors, along with the Learning Support Staff are the liaisons who communicate with Intermediate Unit specialists to facilitate collaboration with individual teachers and grade level teams. A school psychologist is part of our staff and serves along with the Leadership Team to provide oversight of the special education program. Administrators provide oversight of the implementation of specially designed instruction in our classrooms through classroom observations emphasizing differentiated instruction and through quarterly review of specially designed instruction reports submitted by individual teachers.

Professional Development

Professional development is provided for Learning Support staff and regular education teachers. Legal consultants regularly address topics of confidentiality as it relates to FERPA and HIPAA, and review requirements of IDEIA and ADA for schools and educators.

Intermediate unit specialists collaborate with individual teachers and grade level teams at the beginning of the school year and at semester transitions to provide consultation to faculty. Intermediate unit specialists have provided sessions in current research and best practices and provide on-site consultation related to topics such as the writing of measurable goals and progress monitoring.

Collaborative consultation, through vertical teaming, is employed as a form of professional development in our district. Teachers learn from each other through consultation and conversation based on the common goal of determining what works best educationally for students.

A process of differentiated supervision encourages collaborative processes through which regular education teachers partner with learning support staff to develop parallel curriculum and a variety of adaptations for students with special needs regardless of the level of need.

A partnership with Saint Francis University introduced staff to the implementation of inclusionary practices during the course of the previous Special Education Plan and assisted with the goal of grounding our current practices in the tenets of IDEIA. The inclusionary process is ongoing in the district today.

Inclusion

At all three levels (elementary, middle, and high school), our process is highly inclusive, with special education students instructed in regular classroom environments to the maximum extent appropriate. At this time all students in grades K-8, with the exception of life skills students, have regular education teachers who provide core area instruction and collaborate with special education teachers to provide supports and services within the regular classroom and individualized instruction when prescribed through the IEP. Life skills students experience inclusion throughout the school day in classroom settings conducive to the achievement of their IEP goals. These include but are not limited to music, physical education, library, and art classrooms.

The high school is currently involved in a full inclusion process. The program is research-based and was initiated through the implementation of a co-teaching model entitled "The Power of Two" designed by Dr. Marilyn Friend.

The philosophy behind our inclusion program is to provide students with a variety of exceptionalities the opportunity to be included in the regular education core classes so they are able to interact with our regular education students and staff.

Full inclusion allows our learning support students to experience and model the full range of learning styles, time management skills, and positive behaviors of regular education students in the classroom setting while they benefit from the socialization skills that they naturally acquire in this inclusive setting.

The included classes involve one core area teacher and one learning support teacher in a team teaching collaborative assignment providing for content focus as well as expertise in adaptive processes. The co-teaching model allows for content delivery by highly qualified core area specialists while learning support teachers focus on pacing and appropriate adaptation of curriculum within the least restrictive environment. Appropriate adaptations included in the IEP, and progress monitoring, are the responsibility of both teachers.

Paraprofessionals

At the elementary and middle schools, paraprofessionals work with regular education and special education students as they move to varying classes. They are a strong support for students across a number of settings. Meeting time is provided with teachers to facilitate coordinated approaches. All paraprofessionals who work with special education students are highly qualified according to the 2010 regulations.

Collaboration

An obvious strength at the elementary and middle school levels is built-in time for collaboration of staff with each other, with paraprofessionals, with parents, and with students.

Because the Title I and regular education teachers at the elementary school team teach, collaboration with special education teachers becomes a natural part of their day-to-day dealings.

In grades 1-4, all classroom teachers are assigned a collaboration time twice a month with the special education and learning enrichment teachers. During collaboration time, students with and without IEPs are discussed. Student concerns are brought to the Instructional Support Team's attention through this collaboration process or by a more formal process requiring the completion of an appropriate form.

Each year, one day of the 5-Day cycles has been designated as M.A.D. (Meet and Discuss) days. A substitute teacher is hired as a 'floater' and substitutes for those teachers that have referred a student to the IST.

Every day, at the middle school, resource period is scheduled for students to receive direct time with support teachers, regular education teachers, and paraprofessional staff in grades 5-6-7-8. Each Friday, at the middle school, time is built into the schedule for all special education faculty members to have a team meeting to collaborate regarding student progress and to assess program effectiveness. The Principal typically attends these meetings as well. The schedule is flexible enough that Support Teachers can be requested where they are needed in the mornings, in an inclusive classroom environment. The same is true for our paraprofessionals.

At the high school, inclusive classrooms involve one core area teacher and one learning support teacher in a consultative or team-teaching approach. The process begins with a meeting among the teachers, guidance counselors, and building principal. The meetings focus on the inclusive philosophy of the classroom environment. A key point is the establishment of a mutual understanding that the class will be attentive to pace. The team determines the role of each teacher in the class setting and addresses concerns of all parties. All members of the team understand that if at any time they feel the process or the classroom setting is not sufficient or appropriate for a student, the team will reconvene to determine what additional supports may be needed.

Pre-Referral Processes and Teams

A strength that should be recognized, as an integral part of a seamless support practice, is the pre-referral process as well as the teams that are in place. Pre-referral processes are individualized according to the developmental levels of the students. At the elementary level (K-4) students with academic or behavioral concerns receive help through the Instructional Support Program (IST). Pre-referral is the first step of the Instructional Support Process, in cases where a student is subsequently referred to special education. At the middle school and high school, guidance counselors act as liaisons to monitor progress of students to determine the need for a more formalized process or referral to special education.

Kindergarten: Students with academic or behavioral needs are referred in one of three ways to the Instructional Support process: 1) through transition meetings, 2) through the DIAL screening process, or 3) through a pre-assessment for Early Literacy. In February prior to the year students begin kindergarten, transition meetings are held for any pupils who have an early intervention IEP. Parents, the Intermediate Unit 8 Early Intervention Coordinator, and a team from the elementary school comprised of the principal, guidance counselor, school psychologist, and speech/language teacher meet to determine the best course of action for each student. In the case of “speech-only” referrals, the team collaborates to maintain the early intervention IEP until the child is evaluated by the Speech and Language teacher early in the fall—once school has started. In other more serious cases, which may involve multiple needs, the team may recommend to have the child evaluated by the school psychologist before entry into kindergarten.

The DIAL (Developmental Indicators for the Assessment of Learning) pre-kindergarten screening process also provides school personnel with some important insights into a child’s areas of strengths and weaknesses. This 45-minute process focuses on concept development, language development, and motor skill development. This information is used along with the pre-assessment for Early Literacy to determine which students qualify for the Title I Early Literacy program. This program is the mainstay of support for students in kindergarten and also provides support for these students as they transition into first grade.

When students have been found to be in need of intervention in kindergarten, they remain in an inclusive setting, but they are homogenously grouped for one hour of their Language Arts learning time. At that time, the students who have qualified for the Title I Early Literacy program, and other students who have not qualified but might be considered ‘at risk’, are grouped together. One kindergarten teacher and the Title I teacher team teach during this time to offer specialized, small group, one-on-one learning opportunities, which target the key areas of the students’ weaknesses. Flexible grouping patterns are employed so that students showing significant progress may transition into faster-paced groups as deficit areas are eliminated. If students demonstrate academic needs in the Everyday Mathematics program, an aide is often assigned to the classroom to provide more individualized instruction and reinforcement for those students in consultation with the learning support teacher.

Grades 1-4: At the end of each academic school year, classroom teachers (K-4) refer students with needs to the Instructional Support Team. Students who have received academic support

through the IST during the calendar year are also identified. This information, along with results from the PSSA and Terra Nova, plus identification of the kindergarten students who received Title I support, helps form the core group of students who will receive academic reinforcement at the beginning of each school year. Additionally, all students who enroll at the elementary school during the summer months, or at any point during the school year, are screened and receive academic support if appropriate. As of the 2008-2009 school year, Title I reading services have been extended to include Grades 1 through 4 students who meet eligibility requirements established by the district. Title I math services were also initiated for Grades 3 and 4 at the beginning of the 2008-2009 school year for eligible students.

Those students identified at the end of a school year, new students who are screened when they enter the school system, or those students who have received academic support in a previous school year are monitored at the start of each new school year. This means that early in the school year, these students attend a reinforcement class coordinated by the Instructional Support teacher and facilitated by district-employed aides. These classes provide reinforcement for reading and/or math. They are flexible in the sense that once students demonstrate mastery of the identified weak areas, they are no longer required to attend the pull-out group. As the school year progresses, students receiving a specified number of unsatisfactory scores on their report card may be placed into a reinforcement group. **Reinforcement groups** are one type of academic support provided through the IST.

In addition to the reinforcement groups, students may also receive support through paraprofessionals (district-hired aides) being assigned in their classrooms to help teachers in many different ways. In the classroom, the aides may help facilitate a small group during guided reading or math class, or provide direct support to individual students during large group instruction.

During reading instruction, students in the primary grades (1-2) are homogeneously grouped for one period - in addition to their Language Arts block of time. Students are identified for their groups using multiple criteria: DRA or benchmark scores, sight word inventories, report cards, involvement in Title I, and performance on reading skills assessments. Children may work with a teacher other than their homeroom teacher for this block of time. During this guided reading time, the students receive instruction with materials at their **individual instructional levels**. This process continues in grades 3 and 4. However, instead of grouping the entire grade level, the classroom teachers provide leveled reading instruction in their classrooms.

If a student receives assistance in a reinforcement group for a marking period and does not make academic progress, the teacher may refer the student for more intensive intervention. This referral is the second step of the Instructional Support process. In these cases, the classroom teacher meets with the IST to discuss the student's needs. A subsequent meeting is then held with the child's parents as an integral part of the team. At this time, goals are written for the child and strategies are discussed. These strategies are implemented for 30 school days. At the end of this process, the child is assessed by the Instructional Support teacher to determine if the goals have been met. The team, including the parents, reconvenes to discuss the plan. If the goals have been met, new goals are written or the child is exited from the process but continues to be monitored for the remainder of the school year.

Grades 5-8: At the middle school, students with academic needs are identified for support services through evaluation of PSSA Scores, local assessment (Study Island) progress reports, and teacher referral. Additionally, students who received IST services at the elementary school in the fourth grade are automatically enrolled through collaboration between the support teams of the elementary and middle schools. Accommodations can be implemented in several areas as follows: 1) adaptations to the physical arrangement of the classroom; 2) modifications to the instructional mode; 3) implementation of technological supports; 4) modifications to assessment strategies or homework; and 5) increasing the frequency of regular school to home

communications. The district employs a certified teacher through the AmeriCorps Program to provide tutoring service during the day and after school.

Students are monitored at the mid-point and at the end of each marking period to determine the effectiveness of the accommodations in bringing about increased academic achievement. Modifications to the accommodations are made when indicated. Regular education teachers, along with the tutor, Guidance Counselor, and Principal, monitor progress and each student's response to intervention. If progress is not adequate, students are referred for further evaluation, where a more formal assessment of student needs takes place. If progress is still not adequate after the implementation of the pre-referral services, students are referred for special education assessment.

Grades 9-12: At the high school, the most likely scenario is that the student is already involved in special education via referral at an earlier grade level; however, the pre-referral process at the high school begins with a meeting of guidance counselors and the building-level administrative staff. Freshmen identified as "at risk" academically through the middle school support process, along with newly enrolled students, are identified for monitoring. Guidance counselors serve as liaisons to monitor progress via communication with classroom teachers. When indicated, a formal referral process to determine qualification for special education is initiated.

Post-Identification Special Education Support Process

Our pre-referral process, as previously described, is considered one of the greatest strengths of our special education process. By the time students are referred for special education, they have already been involved in a three-tiered comprehensive process through which professionals and parents have become well acquainted with their needs. If the goals of pre-referral have not been met, a student will be referred for a Multidisciplinary Evaluation (MDE) conducted by the school psychologist. Parent consent is necessary in order for this evaluation to take place. If a Multidisciplinary Evaluation indicates that a student qualifies for special education services, an IEP is written for the student and he or she begins to receive support from the special education teacher. Special education students remain involved in inclusive settings to the maximum extent appropriate. The addition of the learning support teacher is a key factor at this third tier of support. The special education teachers become involved as integral parts of every planning and assessment meeting. They provide both consultation services to regular education teachers and direct instruction to students.

Identifying Students with Learning Disabilities

The decision as to whether evaluation for special education is indicated is based on the student's response to intervention and accomplishment of the goals of the Instructional Support/Pre-referral process. After the completion of a 30 or 60-day intervention period (depending on the discretion of the team) a decision is made whether testing for special education is needed. When evaluation for a higher level of support is indicated, baseline data and present levels are available as a natural outcome of the IST process and are used to initiate the evaluation process. The pre-referral process is similar at the middle and high schools, except that the present levels and baseline data are acquired through a collaborative process including teachers in the student's grade level in collaboration with the guidance counselor and the school psychologist.

The district uses the discrepancy model to determine qualification for special education. Multidisciplinary Evaluation (MDE) is applicable only in the event that the pre-referral process is unsuccessful in providing the supports and services necessary to begin to close the gap (reduce the discrepancy) between grade level performance and the student's present levels. When the pre-referral team decides that a student needs an increased level of support, potentially through special education, then the MDE process proceeds to determine whether or not there is two or

more years "discrepancy" between the student's predicted performance based on I.Q. and grade level placement performance and the student's present levels.

When there is two or more years discrepancy, the student qualifies for special education. If less discrepancy is evident, the supports that were implemented through the pre-referral process are augmented and implemented in the regular classroom with frequent monitoring of progress to ensure that the discrepancy is closing.

Enrollment Differences

Not significantly disproportionate.

Ethnicity Enrollment Differences

Not significantly disproportionate.

24 P.S., §1306 and §1306.2 Placements

Facilities for Nonresident Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
None in District	There are none in the District.	0

Nonresident Students Oversight

There is currently no saved text for this narrative.

Facilities for Incarcerated Students

Facility Name	Provider of Educational Services	# of Students Receiving Svcs as of Dec 1
There are none in the district.	There are none in the district.	0

Incarcerated Students Oversight

Currently, there are no facilities for incarcerated students within the LEA. Students are identified through collaboration between district administrative personnel and county agencies. In the event that the district is required to provide oversight of incarcerated students, the district would collaborate with the local Intermediate Unit, I.U. 8, to coordinate evaluation and ensure FAPE.

The process of ensuring FAPE for special education students would be carried out as follows: Upon entry into a correctional institution, incarcerated students would complete an educational questionnaire with the assistance of an intake officer. The questionnaire would be used to determine eligibility for educational services. The questionnaire would be forwarded to the

Intermediate Unit 8, with whom the Westmont Hilltop School District contracts for services of incarcerated students. The Intermediate Unit would request that educational records be forwarded from the home district. The Intermediate Unit would assign personnel to assess present levels and provide the educational services which include locating, identifying, evaluating, and instructing all incarcerated students.

Least Restrictive Environment 34 CFR §300.114

Ensuring Maximum Integration

Children with disabilities, including those in private institutions, are educated with non-disabled children, and removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily (i.e. when student needs are so severe that he or she will receive little to no benefit from inclusion, when the provision of necessary supports and services is so costly as to significantly impact the educational opportunities of other students, or when the student is so disruptive as to significantly impair the education of other children in the class).

To ensure maximum inclusion, the following procedures are in place:

The effectiveness and experience of teachers is matched to the needs of students as equitably as possible.

Student support teams (pre-referral teams) as previously described at the elementary, middle, and high schools meet to design appropriate inclusionary interventions for students prior to referral for special education.

When the pre-referral interventions are unsuccessful, additional screening, as well as formal classroom accommodations are implemented. If these interventions are unsuccessful, students are referred to determine eligibility for special education services.

When special education services are indicated, the district first considers full inclusion with supports and services in the regular education classroom as the placement of choice.

When full inclusion with supports and services is not successful in ensuring student progress, the progression of LRE is from itinerant special education services to supplemental services in classrooms delivered by highly qualified special education teachers. The district will use site-based training focusing on differentiation of instruction for maximizing classroom integration. Ensuring time for collaborative consultation allows regular education teachers to take advantage of the specialized skills of trained specialists who help to provide appropriate adaptations and supports in the regular classroom.

Three high school learning support teachers have dual certification in Special Education as well as English, mathematics, and general science, respectively. They teach inclusive groups of students in each of those subject areas. In addition, a resource room option is provided at the high school to provide academic reinforcement for students who have this provision indicated in their IEPs.

Consultation and technical assistance is also available through PDE/PaTTAN and the Intermediate Unit. The district will regularly provide opportunities for teachers to take advantage of such consultation and assistance.

The district will continue to explore new initiatives, programs, and materials to maximize inclusion

in regular education settings. We will evaluate new research-based practices to ensure maximum integration of students with special needs in the regular education environment.

The final consideration is an out-of-district placement. Students who are enrolled in out-of-district placements are monitored to ensure maximum integration with non-disabled peers.

New activities, prescribed by the 2010 Special Education Subcommittee of the Strategic Planning Steering Committee, will appear under the current strategies of the Academic Standards and Assessment Report as follows:

1. Improve Grade-Level and Building Level Transitions through vertical teaming and collaborative consultation.
2. Improve socialization skills and ensure maximum integration through activities such as mentoring opportunities, peer-to-peer modeling, and "Circle of Friends."
3. Sustain the school-to-home communication beyond the elementary grades through the provision of duplicate textbooks, e-mail updates, portfolios, and extending parent/teacher conferencing opportunities when appropriate.
4. Create parent-to-parent support opportunities for parents of students in life-skills classrooms.
5. Provide a continuum of services ranging from individual tutorials to parallel curricula, to grade level support for students in inclusive settings in the general curriculum.
6. Communication can be improved by early contact of parents at the beginning of the school year regardless of the due dates of the I.E.P.

Supplementary Aids and Services

Service/Resource	Description
Autistic Support	This service is contracted through Intermediate Unit 8. Students in the district who demonstrate symptoms within the autism spectrum disorder are referred for diagnosis and provided with appropriate interventions when identification warrants services to ensure their success in the school environment.
Collaborative Supports	Parent/teacher teams, and collaborative professional teams of teachers and specialists will work together in support of students. These supports will be provided through the following: collaborative time scheduled for coplanning and team meetings; instructional arrangements that support collaboration such as coteaching and paraeducator supports; professional development related to collaboration; coaching and guided support for team members in the use of assistive technology for students; scheduled opportunities for parental collaboration; and all school personnel collaborative sessions in the development and delivery of SAS.
Differentiated Instruction	Students will be provided with highly qualified teachers capable of differentiated instruction for special education students within the regular education classroom. To this end, special educators and regular education teachers will engage in professional development to support them in implementing

the framework for providing the full range of supplementary aides and services in the categories of collaborative supports, instructional supports, physical supports, and social-behavioral supports.

Educational Programs for Parents	Parental training components have been added to the regular IEP process in conjunction with specialists who will be working with children to carry out the goals of the IEP process.
Emotional Support	The district provides itinerant services for those students who have been identified as having special needs in this area. The district employs two teachers for emotional support services – one who services the elementary school and one who serves identified students at the middle and high school levels.
Extended School Year	Oversight of this program which provides opportunities for identified students who may otherwise experience regression of skills over the summer months is provided by Intermediate Unit 8 and qualified district personnel.
Hearing Impaired Support	This service is contracted through Intermediate Unit 8 and provides consultation, assessment, and direct services identified as deaf or hearing impaired. Assistive devices are secured for those students in need through the educational specialists who provide this service.
Inclusive Classrooms/CoTeaching	The Inclusion Model is provided for identified learning support students in all three district buildings to the maximum extent appropriate for each student as determined by the IEP teams. Inclusion support and co-teaching (certified core area teacher and learning support teacher) opportunities are provided as part of the continuum of learning support services in the district. Inclusive classrooms at the high school are achieved by core area teachers with dual certification who teach heterogeneous groups of students with supports in the regular classroom for special education students. Special educators also provide resource room support for students who need additional individualized help in order to receive FAPE. Collaboration between regular and special educators is an integral part of the process.
Instructional Supports	The district will ensure the development and delivery of instruction that addresses diverse learning needs. This support will be provided through the implementation of the following instructional practices: modified curricular goals; alternative ways to demonstrate learning; assessment modification; alternative materials and/or assistive technology (e.g., materials on tape, transcribed text to Braille, large print, alternate computer access); instruction on functional skills in the context of the typical routines in the regular classroom; changing the method of presentation; using reading services; providing research-based supplementary materials; and providing instructional adaptations which may include pre-teaching, repeating directions, extra examples, and nonexamples.
K-12 Special Education Program	This service includes identification, referral, evaluation, and intervention programs for those students demonstrating the need for specially designed instruction and services.
Learning Support	Learning support services are provided in all three buildings. The district employs two learning support teachers at the elementary school, three learning support teachers at the middle school, and three learning support teachers at the high school. Teachers provide

services in inclusive classrooms. Resource room services are also available for students in need of additional individualized instruction. An additional Learning Support classroom at the high school level is staffed by an Intermediate Unit Special Education Teacher to provide services to district and multi-district students. This class services students who are at the lower end of learning support need.

Life Skills Program	Each of the three district building houses an Intermediate Life Skills Support classroom. Students with significant needs are provided with functional academic and daily living skills instruction within an age-appropriate environment.
OT/PT Services	The district contracts this service through CAMCO which provides consultation, assessment, and direct services for students.
Physical Supports	Adaptations and modifications to the physical environment will be made to support students. These may include, but are not limited to, the following: furniture arrangement to support learning needs; specific seating arrangements such as individualized desks or chairs; adaptive equipment; adjustments to sensory input (e.g., light and sound); environmental aids (e.g., classroom acoustics, heating, and ventilation); and structural aids (e.g., wheelchair accessibility, trays, and grab bars).
Psychological Services	The district employs a full-time school psychologist to provide psychological services within the district. The school psychologist conducts evaluations and reevaluations for students in need of special education services and programs.
Response to Intervention	Students who are struggling in major core area subjects such as reading and mathematics are provided with interventions in the form of one-to-one tutoring and small group instruction – prior to a referral for evaluation for learning support services. We are still using the discrepancy model for identification of students with specific learning disabilities.
Social Work Services	The district contracts with Intermediate Unit 8 to provide social work services to students in need of such support. The social worker conducts home visits and counseling services beyond the scope of the guidance counselors and can be instrumental in the home component of the implementation of Behavioral Improvement Plans. Guidance counselors serve as liaisons to promote utilization of social work services for families in need. Counselors and social workers also work with Children & Youth Services, Juvenile Probation, CASSP, and various mental health providers.
Social-Behavioral Supports and Services	Supports and services will be provided to increase appropriate behavior and reduce disruptive or interfering behavior. These may include all of the following: instruction in social skills; counseling supports; peer supports (such as facilitation of friendships in the configuration the district calls “circle of friends,” individualized behavior support plans; modification of rules and expectations; and the application of cooperative learning strategies.
Special Education Services Summary	Described in detail under the Special Education Report and listed under "Special Education Services" within the Strategic Plan, the district provides all of the following: psychological assessment and referral services, K-12 special education services including learning support, autistic support, speech and language support, life skills

support, hearing impaired support, vision impaired support, emotional support. Related services include, but are not limited to, occupational therapy, physical therapy, and school social work. Additional services include response to intervention data collection, extended school year, transition services, and inclusive classrooms and co-teaching. The school psychologist serves as a member of every special education multi-disciplinary team. The psychologist also consults with staff and parents in planning to meet the needs of our students. The district will provide related aides, services, or accommodations which are needed to ensure FAPE.

Speech and Language Support	This service is contracted through Intermediate Unit 8 and provides referral, diagnostic, and intervention services for students with speech and language impairments.
Transition Services	The district employs a teacher who provides consultation and direct support services for identified students in the transition from school to post-secondary endeavors.
Vision Impaired Support	This service is contracted through Intermediate Unit 8 and provides consultation, assessment, and direct services for students identified as visually impaired. Assistive devices are secured for those students in need through the educational specialists who provide this service.

LRE Data Analysis

Personnel Development Activities

Topic: Differentiated Curriculum, Instruction, and Assessment in Core Curricular Areas: The district will continue to implement professional development related to differentiated instruction as included in the Professional Development Plan.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Refer to the Professional Development Plan	PATTAN Staff, IU Staff, Higher Education Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups, Distance Learning	The SSP target for Indicator 5 has been met. Students are identified early and are supported by an inclusive intervention infrastructure. Evidence of success will be continuation of success regarding this indicator.

Least Restrictive Environment - Facilities

Facility Name	Type of Facility	Type of Service	# of Students Placed
Other	Instruction in the Home	Life Skills Support via Instruction in the Home	1
ACRP	Other	Partial Hospitalization Program	1
ACRP Alternative School	Other	Alternative Education Program	1
Children's Behavioral Health	Other	Partial Hospitalization Program	1
Greater Johnstown Career and Technology Center	Other	Life Skills Support	3
Northern Point	Other	Alternative Education Program	4
Northwest Human Services	Other	Autistic Support	1
Seneca Valley School District: St. Stephen's Academy	Neighboring School Districts	Emotional Support	1

Personnel Development for Improved Student Results

Personnel Development - PA NCLB Goal #1

Reflections

- **AYP Overview**

Concern Last Modified: 12/12/2010

The district must respond to needs in grade 5. The greatest struggle overall for most students is in the transition from the elementary to the middle school. Students are strong in the elementary school, dip at the beginning of middle school, and regain achievement levels (and exceed former levels) as they progress through the middle school.

- **AYP Data Table**

Strength Last Modified: 4/6/2010

The district met all target goals for AYP in all target goal areas.

- **Reading By Grade Level All Students**

Strength Last Modified: 4/6/2010

The data reflects general growth and improvement in Reading performance.

- **Reading Other Subgroups**

Strength Last Modified: 4/6/2010

The reduction of the lower quartile in Grade 8 is noteworthy.

- **Reading Racial Ethnic Groups**

Strength Last Modified:

Eight grade reading performance is particularly strong.

- **Writing by Grade Level Genders**

Strength Last Modified: 4/6/2010

Writing performance is generally positive.

- **Writing by Grade Level Subgroups**

Strength Last Modified: 4/6/2010

High school writing performance is a strength.

- **Baseline Special Education**

Concern Last Modified: 4/6/2010

The special education population is high relative to the general population considering the demographics of the district.

- **Special Education by Ethnicity**

Strength Last Modified: 4/6/2010

There is no remarkable difference in special education enrollment by ethnicity, but the district lacks diversity in terms of the size of our subgroups.

- **Special Education Data View**

Strength Last Modified: 4/6/2010

The special education subgroup has improved with more than half of the IEP students in Grade 11 scoring in the proficient to advanced range whereas this was a concern in the previous Strategic Planning cycle.

Strength Last Modified: 4/6/2010

Grades 6, 7, 8, and 11 IEP students collectively show relatively strong performance in Reading.

Concern Last Modified: 12/12/2010

The 2009 Grade 5 data shows 52.1% basic and below basic in Reading for this subgroup. The same subgroup demonstrated only 27.6% basic and below basic performance in Mathematics. Reading scores should be a focus for this subgroup in the elementary and middle schools. Replace with 2010 data.

Strength Last Modified: 4/6/2010

Writing scores in Grade 11 show outstanding strengths for this special education subgroup. There were no students scoring below proficiency levels in this grade level.

Strength Last Modified: 4/6/2010

Writing is a strong area for the special education subgroup showing steady improvement with grade level progression to the point of 100% proficiency in 2009 in Grade 11.

Base Line Data

For the Special Education Subgroup, Grade 5 Reading is a target area. The 2009 data shows 48% proficiency in Reading for Grade 5 students with IEPs. The same subgroup demonstrated 72% proficiency in Mathematics. Reading achievement, as students move from elementary to middle school will be a focus of this Strategic Plan. PVAAS data continues to provide evidence of this ongoing concern, despite the fact that the district has met AYP for 2009.

For the Special Education Subgroup, Grade 11 Mathematics is a target area. The 2009 data shows = 73.4% proficiency in reading and 53.3% in mathematics.

Additional significant baseline data is as follows:

Grades 3-5, 08-09 = Reading 54.5% proficient/Mathematics 61.4%

Grades 6-8, 08-09 = Reading 76.1% proficient/Mathematics 74.6%.

The greatest growth during the course of the current Strategic Plan has been in the Grade Span of 6-8.

Per grade level proficiency data for 08-09 is as follows:

Grade 4 Reading = 63.7%/Mathematics = 45.5%

Grade 5 Reading = 47.6%/Mathematics = 71.5%

Grade 6 Reading = 75.1%/Mathematics = 68.8%

Grade 7 Reading = 76.9%/Mathematics = 80.7%

Grade 8 Reading = 81.8%/Mathematics = 77.3%

Grade 11 Reading = 73.4%/Mathematics = 53.3%

Personnel Development Activities

Topic: Reading, Writing, and Mathematics: Teachers of Reading, Writing, and Mathematics will receive professional development on the use of standards-aligned benchmark assessments and the use of instructional supports to monitor and adjust instructional practices. They will use formative assessments specific to the eligible content to adjust instructional practices. Emphasis will be placed on Instructional Supports.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 In-service days and other designated	PATTAN Staff, IU Staff	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods,	For the Special Education Subgroup, students in all

days throughout the school year.

Conferences, Study Groups, Distance Learning

grade spans will continue to increase reading proficiency by at least 2% annually from the baselines as listed above. In the Grade span 3-5, the annual target for improvement in reading proficiency is 5%.

2011-2012 Inservice Dates and Selected Dates thoroughut the school year

PATTAN Staff, IU Staff Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups

For the Special Education Subgroup, students in all grade spans will continue to increase reading proficiency by at least 2% annually from the baselines as listed above. In the Grade span 3-5, the annual target for improvement in reading proficiency is 5%.

2012-2013 In-service dates and other selected dates throughout the school year

PATTAN Staff, IU Staff Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff

On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups

For the Special Education Subgroup, students in all grade spans will continue to increase reading proficiency by at least 2% annually from the baselines as listed above. In the Grade span 3-5, the annual target for improvement in reading proficiency is 5%.

Topic:

There are currently no trainings entered for this topic.

Qualified Staff

Reflections

- **Baseline Special Education**

Concern Last Modified: 4/6/2010

The special education population is high relative to the general population considering the demographics of the district.

- **Staff by Type**

Strength Last Modified: 4/6/2010

Elementary and Secondary staffing is well balanced.

- **Teachers by Education Level**

Strength Last Modified: 4/6/2010

Data is reflective of highly educated staff members who demonstrate a lifelong learning ethic.

- **Teaching Years of Experience**

Strength Last Modified: 4/6/2010

Relative to the state, the district had a highly experienced staff during the years that were studied.

- **Demographics Years of Experience**

Strength Last Modified: 4/6/2010

Special Education Services constitute a strength for our district. Our guidance counselors extend the coordination of services.

Base Line Data

100% of all paraprofessionals are now highly qualified to provide services to students they serve.

100% of all professional staff members are highly qualified to provide services in their instructional assignments. Currently three special educators, each with dual certification in core content areas serve the high school population. Three special educators, one with middle level mathematics certification and one with reading specialist certification, currently serve the middle school population. Two special educators, one with elementary certification serve the elementary school population.

The district's goal is to maintain a 100% highly qualified staff.

Personnel Development Activities

Topic: STUDENTS WITH AUTISM and LOW INCIDENCE DISABILITIES: will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 School Year and Selected Dates throughout the school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	A minimum of five faculty members, representing a grade level team, and all additional staff members who serve students with autism and low incidence disabilities, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students with disabilities will be trained.
2011-2012 School Year and Selected Dates throughout the school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	A minimum of five faculty members, representing a grade level team, and all additional staff members who serve students with autism and low incidence disabilities, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students with disabilities will be trained.
2012-2013 School Year and Selected Dates throughout the school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Workshops with Joint	A minimum of five faculty members, representing a

Dates throughout the school year

Administrative Staff, Related Service Personnel

Planning Periods, Conferences, Study Groups

grade level team, and all additional staff members who serve students with autism and low incidence disabilities, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students with disabilities will be trained.

**Topic: ROLE OF PARAEDUCATOR/HIGHLY QUALIFIED TEACHER:
Students with disabilities will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.**

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 In-service dates and other selected dates throughout the school year	IU Staff, Veteran staff members who have had experience in implementation of specially designed instruction.	Paraprofessional, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Study Groups	100% of Paraprofessional Staff Members will be highly qualified. District staff will participate in annual paraprofessional training offered through I.U. 8 and in district-level training that will coincide with IEP dates when specially designed instruction indicates a need. Paraprofessionals will effectively, and with confidence, provide support, under the direction of classroom

<p>2011-2012 In-service dates and other selected dates throughout the school year</p>	<p>IU Staff, Veteran staff members who have had experience in implementation of specially designed instruction.</p>	<p>Paraprofessional, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Study Groups</p>	<p>teachers and specialists, for students with disabilities in inclusive settings and in resource room settings.</p> <p>100% of Paraprofessional Staff Members will be highly qualified. District staff will participate in annual paraprofessional training offered through I.U. 8 and in district-level training that will coincide with IEP dates when specially designed instruction indicates a need. Paraprofessionals will effectively, and with confidence, provide support, under the direction of classroom teachers and specialists, for students with disabilities in inclusive settings and in resource room settings.</p>
<p>2012-2013 In-service dates and other selected dates throughout the school year</p>	<p>IU Staff, Veteran staff members who have had experience in implementation of specially designed instruction.</p>	<p>Paraprofessional, Related Service Personnel</p>	<p>On-site Training with Guided Practice, Workshops with Joint Planning Periods</p>	<p>100% of Paraprofessional Staff Members will be highly qualified. District staff will participate in annual paraprofessional training offered through I.U. 8 and in district-level training that will coincide with IEP dates when</p>

specially designed instruction indicates a need. Paraprofessionals will effectively, and with confidence, provide support, under the direction of classroom teachers and specialists, for students with disabilities in inclusive settings and in resource room settings.

Topic: ASSISTIVE TECHNOLOGY: Students in need of assistive technology will be provided services by an adequate supply of personnel with the knowledge and skills necessary to meet their needs.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 In-service dates and selected dates throughout the school year	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences	A minimum of five faculty members, representing a grade level team, and all additional staff members who serve students in need of assistive technologies, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students in need of assistive technology will be trained.
2011-2012 In-service dates and selected	PATTAN Staff, IU Staff	Parent, New Staff, Paraprofessional, Instructional Staff,	On-site Training with Guided Practice, Workshops with Joint	A minimum of five faculty members, representing a

dates throughout the school year

Administrative Staff, Related Service Personnel

Planning Periods, Conferences

grade level team, and all additional staff members who serve students in need of assistive technologies, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students in need of assistive technology will be trained.

2012-2013 In-service dates and selected dates throughout the school year

PATTAN Staff, IU Staff

Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel

On-site Training with Guided Practice, Conferences

A minimum of five faculty members, representing a grade level team, and all additional staff members who serve students in need of assistive technologies, will be trained in the use of best practice methodology. Five additional staff members will be trained annually thereafter. All staff responsible for students in need of assistive technology will be trained.

Transition/Post School Outcomes

Reflections

There are currently no reflections selected for this section.

Base Line Data

The current baseline for students of the class of 2009 known to have met their IEP transition goals in 2010 is 65%.

A strength of WHSD transition program is that the transition coordinator attends the IEP of every child that has transition written on the IEP. In many districts, the learning support teacher is responsible for the transition portion of the IEP and the Transition Coordinator provides information to the learning support teacher when needed. In order to develop the transition grid, you must know the individual's academic challenges and how this could possibly impact postsecondary goals. It is of great importance for the transition coordinator to know the students' interests as well as academic concerns.

Another strength of WHSD is that the transition coordinator is a member of Cambria County's Transition Council and attends the Transition Networking conferences three times a year to continually be updated on the changes occurring at the state level. The Cambria County Transition Council is planning their first annual "Career Fair" in the fall of 2010 to assist parents with the programs, postsecondary sites, and job opportunities offered in the surrounding area.

Each parent is given a transition folder with a CD included explaining transition services. A district wide folder is in the process of being developed to state how transition is addressed from the time the student is fourteen years of age until graduation from high school. Each student will have his/her own transition folder that will state the services that were provided to assist with planning a postsecondary, employment, or independent living goal. At the eighth grade level, an interest inventory is completed and the student becomes familiar with the transition process.

A "Move Up" day allows eighth grade students to become familiar with the high school. At the ninth grade level, a student is introduced to the guidance resource "Career Cruising". GJCTC is toured and schedules are discussed. The tenth and eleventh grade student completes the ASVAB test to determine academic strengths and interests. The transition coordinator meets with each student individually to review and discuss the ASVAB results. For students that are not functioning at the required level to complete the ASVAB test, an alternative assessment is provided (picture interest inventory).

Mock interviews, career research papers, mock applications to postsecondary school, and job shadowing experience is offered at times when the student's schedule permits and does not hinder graduate requirements. The transition coordinator makes the parent(s) aware of agencies when required: Office of Vocational Rehabilitation, Mental Health/ Mental Retardation, Association of the Blind, Easter Seals, BRIDGE, Hiram G. Andrew's, New Ventures, Skills in Johnstown and Cresson, Goodwill, and Career Link.

Personnel Development Activities

Topic: TRANSITION: Students with disabilities will demonstrate increased ability to successfully make the transitions to school age programs, to work, to post-secondary education and/or adult life.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 School Year	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff, Related Service	On-site Training with Guided Practice, Conferences, Distance Learning	The district will increase by 2% annually the number of

Personnel

students known to have met their IEP transition goals, with the current baseline of 65%. The goal for 2010-2011 school years is 67%.

The transition teacher will conduct follow-up monitoring to determine students' level of success in reaching their post-secondary goals. The district currently meets and will continue to meet the NCLB goals for the rate of graduation. Counselors and support teachers will continue to increase skills to create and support linkages to expand post-secondary options for students with disabilities. The district will monitor the rate of graduation of learning support students to ensure that it continues to exceed the benchmarks set by NCLB.

2011-2012
School Year

PATTAN
Staff, IU Staff

Parent, New Staff,
Instructional Staff,
Administrative Staff,
Related Service
Personnel

On-site Training with
Guided Practice,
Conferences, Distance
Learning

The district will increase by 2% annually the number of students known to have met their IEP transition goals, with the current baseline of 65%. The goal for 2011-2012 school years is 69%.

2012-2013 School Year	PATTAN Staff, IU Staff	Parent, New Staff, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Conferences, Distance Learning	<p>The transition teacher will conduct follow-up monitoring to determine students' level of success in reaching their post-secondary goals. The district currently meets and will continue to meet the NCLB goals for the rate of graduation. Counselors and support teachers will continue to increase skills to create and support linkages to expand post-secondary options for students with disabilities. The district will monitor the rate of graduation of learning support students to ensure that it continues to exceed the benchmarks set by NCLB.</p> <p>The district will increase by 2% annually the number of students known to have met their IEP transition goals, with the current baseline of 65%. The goal for 2012-2013 school year is 71%.</p> <p>The transition teacher will conduct follow-up monitoring to determine students' level of success in</p>
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reaching their post-secondary goals. The district currently meets and will continue to meet the NCLB goals for the rate of graduation. Counselors and support teachers will continue to increase skills to create and support linkages to expand post-secondary options for students with disabilities. The district will monitor the rate of graduation of learning support students to ensure that it continues to exceed the benchmarks set by NCLB.

Behavior Support Services

Reflections

There are currently no reflections selected for this section.

Summarized School District Policy

Services are provided for students who exhibit behaviors that are likely to interfere with their academic progress. These services include observations to provide baseline data regarding the frequency and duration of such behaviors followed by interventions designed to reduce the problematic behaviors, and concluding with monitoring of the response to intervention. Each student who exhibits such behaviors is required to have a functional behavioral assessment followed by the development of a behavioral improvement plan.

The district contracts with Intermediate Unit 8 to provide social work services to students in need of such support. The social worker conducts home visits and counseling services beyond the scope of the guidance counselors and can be instrumental in the home component of the implementation of Behavioral Improvement Plans. Guidance counselors serve as liaisons to promote utilization of social work services for families in need. Counselors and social workers also work with Children & Youth Services, Juvenile Probation, CASSP, and various mental health providers.

All teachers involved with the student will then be trained on the implementation of the behavioral improvement plan. Parents are involved in the development and training process along with all members of the multi-disciplinary team who will be involved in implementation.

The district employs a full-time school psychologist to provide psychological services within the district. The school psychologist conducts evaluations and reevaluations for students in need of special education services and programs.

The district employs two teachers for emotional support services — one who services the elementary school and one who serves identified students at the middle and high school levels.

Personnel Development Activities

Topic: Positive Behavioral Supports: Teachers will be qualified to provide appropriate interventions as outlined in plans constructed by school and community based specialists in behavioral health (school psychologists, ES/LS teachers, and the Office of Community Health).

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
2010-2011 School Year and annually throughout the duration of the Special Education Plan	IU Staff, School specialists (psychologist and emotional support personnel)	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Success will be measured by a 5% reduction in targeted problematic behaviors from the baseline of each behavioral improvement plan (BIP) for each student with a BIP.
2011-2012	IU Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods	Success will be measured by a 5% reduction in targeted problematic behaviors from the baseline of each behavioral improvement plan (BIP) for each student with a BIP.
2012-2013	IU Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff, Related Service Personnel	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences	Success will be measured by a 5% reduction in targeted problematic behaviors from the baseline of each behavioral improvement plan

(BIP) for each student with a BIP.

Topic: De-escalation Techniques: Teachers and administrators will apply appropriate de-escalation techniques as interventions in instances where physical harm to self and others is perceived to be likely.

Anticipated Training Dates	Training Partners	Training Participants and Audience	Training Format	Evidence of Results
Annually 2010-2011	IU Staff, School Specialists	New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	Last year, 7% of all students with IEPs received disciplinary removals (in-school or out-of-school suspensions) resulting from incidents of threats of harm to self or others. The target goal is for no more than 5% of all students with IEPs to receive disciplinary removals as a result of appropriate application of de-escalation techniques.
2011-2012	IU Staff,	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	The target goal is for no more than 5% of all students with IEPs to receive disciplinary removals as a result of appropriate application of de-escalation techniques.
2012-2013	IU Staff, Higher Education Staff, District Specialists	Parent, New Staff, Paraprofessional, Instructional Staff, Administrative Staff	On-site Training with Guided Practice, Workshops with Joint Planning Periods, Conferences, Study Groups	The target goal is for no more than 5% of all students with IEPs to receive disciplinary removals as a

result of appropriate application of de-escalation techniques.

Topic:

There are currently no trainings entered for this topic.

Interagency Collaboration (11 P.S. §875.304)

Ensuring FAPE/Hard to Place Students

Procedures used to determine gaps in the continuum of special education supports, services and placement options available to students with disabilities include the appointment of a designated administrator with oversight for students with disabilities, including those in non-traditional settings. This administrator, currently the Assistant Superintendent, attends all Special Education seminars conducted by the intermediate unit, attends IEP meetings for students who are educated outside the district, and becomes the consultant in situations where agency support and local interagency teams are required to intervene to ensure FAPE. Examples include contacts with MHMR, Aloysia Hall, County CASSP Coordinators, Partial Hospitalization programs, the Intermediate Unit 08, the Regional Coordinated Health Council, private or public service providers, and any other county or state-operated programs and services for non-traditional educational placements.

The district has rarely experienced "hard to place students" for whom we are having difficulty providing FAPE. If the district would encounter difficulty in providing FAPE, we would contact the I.U. 8 contact person in charge of consultation for districts in such circumstances, and our Assistant Superintendent would explore alternative options through the means outlined above.

Program Profile

Change Type	OPR Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
IU	Elementary - E Lorraine	E	GE	I	DHIS	6	9	2	0.14
SD	Elementary School - Carrie	E	GE	I	ES	7	7	2	0.20
IU	Elementary School - Ericka	E	GE	I	AS	5	10	10	0.80
IU	Elementary School - Kristen	E	GE	FT	LSS	6	9	9	1.00
SD	Elementary School - Lori	E	GE	I	LS	7	8	8	1.00

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
IU		Elementary School - Mel	E	GE	I	SLS	5	11	40	0.74
SD		Elementary School - Molly	E	GE	I	LS	8	11	12	1.00
IU		Elementary School - Pam McCoy	E	GE	I	BVIS	6	6	2	0.11
SD		High School - Melissa	S	GE	I	ES	14	17	5	0.40
IU		High School - Heather	S	GE	FT	LSS	14	18	10	1.00
SD		High School - Jason	S	GE	S	LS	15	15	1	0.07
SD		High School - Jason	S	GE	I	LS	15	16	13	0.93
IU		High School - Leah	S	GE	I	AS	15	18	3	0.25
SD		High School - Liz	S	GE	I	LS	15	17	11	0.65
SD		High School - Liz	E	GE	S	LS	15	17	6	0.35
IU		High School - Lorraine	S	GE	I	DHIS	16	16	1	0.07
IU		High School - Margaret	S	GE	FT	LS	14	18	7	1.00
IU		High School - Mel	S	GE	I	SLS	15	18	5	0.09
SD		High School - Suzanne	S	GE	I	LS	17	18	4	0.67
SD		High School - Suzanne	S	GE	S	LS	18	18	2	0.33
SD		Middle School - Barb	M	GE	S	LS	14	14	1	0.12
SD		Middle School - Barb	M	GE	I	LS	12	14	8	0.88
IU		Middle School - Carol	M	GE	FT	LSS	10	13	11	1.00
SD		Middle School - Julie	M	GE	I	LS	11	15	16	1.00
SD		Middle School -	M	GE	I	LS	11	14	12	1.00

Change Type	OPR	Location / Building Name	Building Grade	Building Type	Type of Support	Type of Service	Low Age	High Age	Caseload	Teacher FTE
		Kristen								
	IU	Middle School - Leah	M	GE	I	AS	11	14	6	0.50
	IU	Middle School - Lorraine	M	GE	I	DHIS	10	13	3	0.21
	SD	Middle School - Melissa	M	GE	I	ES	11	14	6	0.50
	IU	Middle School - Mel	M	GE	I	SLS	10	15	9	0.17

Support Staff (District)

School District: Westmont Hilltop SD

ID	OPR	Title	Location	FTE
-	SD	Assistant Superintendent	District-Wide	0.50
-	SD	Emotional Support Teacher	Elementary	0.20
-	SD	Emotional Support Teacher	Middle/High School	0.90
-	SD	3 Paraprofessionals	High School	3.00
-	SD	5 Paraprofessionals	Middle School	5.00
-	SD	5 Paraprofessionals	Elementary	5.00
-	SD	School Psychologist	District-Wide	1.00
-	SD	Transition Coordinator	Middle/High School	0.10
-	SD			0.00
-	SD			0.00
-	SD			0.00
-	SD			0.00
-	SD			0.00

Contracted Support Services

ID	IU / Agency	Title / Service	Amount of Time per Week
-	Intermediate Unit 8X	Social Worker	7 Hours
-	CAMCO	Physical Therapy	6 Hours
-	CAMCO	Occupational Therapy	24 Hours
-	Intermediate Unit 8	Assistive Technology	1 Hours
-	Intermediate Unit 8	Paraprofessionals (7)	245 Hours

Assurance for the Operation of Special Education Services and Programs

School Years: 2013 - 2016

The Westmont Hilltop SD within Appalachia IU 8 assures that the school district will comply with the requirements of 22 Pa. Code Chapter 14 and with the policies and procedures of PDE. PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, standards, policies, and procedures must be made in writing to PDE. The school district understands that special education reports will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104:

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 report 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 assures 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.

This assurance must be signed by the School Board President and the Superintendent for the school district to operate services and programs.

Board President

Date

Superintendent

Date