

West Jefferson Hills SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

830 Old Clairton Rd  
Jefferson Hills, PA 15025-3131  
412-655-8450  
Superintendent: Michael Ghilani  
Director of Special Education: Jade Fiore

## Planning Committee

Name	Role
Lauryn Gray	Ed Specialist - School Psychologist : Professional Education Special Education
Marissa Reed	Ed Specialist - School Psychologist : Professional Education Special Education
Lori Nadle	Elementary School Teacher - Special Education : Professional Education Special Education
Ashley Paradise	Middle School Teacher - Special Education : Special Education
Jade Fiore	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 262

### *Identification Method*

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

### *Specific Learning Disability*

As defined in the federal and state regulations, Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific Learning Disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

A state must adopt criteria for determining whether a child has an SLD. In addition, the criteria adopted by the state—(1) Must not *require* the use of a severe discrepancy between intellectual ability and achievement for determining whether a child has an SLD; (2) Must permit the use of a process based on the child's response to scientific, research-based intervention; and (3) May permit the use of other alternative research-based procedures for determining whether a child has an SLD. The child does not achieve adequately for the child's age or to meet state-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or state-approved grade-level standards:

- 1) Oral expression
- 2) Listening comprehension
- 3) Written expression
- 4) Basic reading skills
- 5) Reading fluency skills
- 6) Reading comprehension
- 7) Mathematics calculation
- 8) Mathematics problem-solving

To ensure that underachievement in a child suspected of having an SLD is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation—(1) Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and (2) Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

### **District SLD Identification Guidelines:**

Assessment for SLD will continue to be determined by a discrepancy model until a Multi-Tiered System of Support (MTSS) system has been fully implemented and approved by the Pennsylvania Department of Education, and the student has participated\* in the process. A discrepancy will be determined through the use of a nationally-standardized assessment battery, which includes individual assessments of cognitive ability and academic achievement. Further assessment may be conducted in the deficit areas to clarify disordered psychological processing and provide multiply confirming data.

The district may also choose to identify students who do not have significantly discrepant ability and achievement through the pattern of strengths and weaknesses (PSW) methodology of identification, allowed as noted above in the federal regulations, which requires a connection between disordered processing and the corresponding academic achievement skills. In such cases, a discrepancy is not necessary if lower overall ability can be clearly accounted for by processing deficits in the areas of SLD.

Conditions that may rule out the possibility of SLD include an intellectual disability, blindness/visual impairment, deafness/hearing impairment, emotional disturbance, students who are English language learners, and lack of appropriate, research-based instruction.

The district provides an evidence-based core curriculum to all elementary students, with supplementary research-based interventions provided, as appropriate, and as a result of team problem-solving and data-based decision-making.

*\* would not include students who attend private schools or transferred from other districts in which MTSS has not been implemented*

### **Assessment protocol/battery for SLD**

- a. cognitive/achievement battery with all relevant subtests
- b. determine ability-achievement discrepancy (severe disparities table; page 3)
  - i. does not typically include flat academic profile
  - ii. low ability and low achievement in concurrent areas may indicate a PSW identification
- c. rule out intellectual disability
- d. as necessary: further assessment in area of deficit to clarify disordered psychological processing and/or provide multiple confirming data (discrepancy or PSW identification)
- e. ecological assessment including parent input, review of records, and behavior rating scales
- f. rule out environmental and cultural factors

- g. rule out vision and hearing difficulties
- h. rule out emotional disturbance or other behavioral factors
- i. behavior rating scales
- j. teacher input
- k. classroom grades
- l. group achievement assessments
- m. progress monitoring and MTSS data
- n. attendance
- o. provision of appropriate instruction and intervention
- p. classroom observation(s) in area of difficulty/difficulties
- q. determination of low educational performance linked to measured achievement
- r. rule out lack of instruction

<b>Educational Expectancies/Disparity Table</b>					
<b>Obtained IQ</b>	<b>Expectancy</b>	<b>Severe Disparity</b>	<b>Obtained IQ</b>	<b>Expectancy</b>	<b>Severe Disparity</b>
130	118	94	99	99	75
129	117	93	98	99	75
128	117	93	97	98	74
127	116	92	96	98	74
126	116	92	95	97	73
125	115	91	94	96	72
124	114	90	93	96	72
123	114	90	92	95	71
122	113	89	91	95	71
121	113	89	90	94	70
120	112	88	89	93	69
119	111	87	88	93	69
118	111	87	87	92	68
117	110	86	86	92	68
116	110	86	85	91	67
115	109	85	84	90	66
114	108	84	83	90	66
113	108	84	82	89	65
112	107	83	81	89	65
111	107	83	80	88	64
110	106	82	79	87	63

109	105	81	78	87	63
108	105	81	77	86	62
107	104	80	76	86	62
106	104	80	75	85	61
105	103	79	74	84	60
104	102	78	73	84	60
103	102	78	72	83	59
102	101	77	71	83	59
101	101	77	70	82	58
100	100	76			

### *Enrollment*

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The enrollment is not significantly disproportionate.

### *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?

Currently, the district is not identified as having any students under Section 1306 of the Pennsylvania School Code. However, upon notification that a non-resident student would be attending one of the schools within the district, a meeting would be held to review the current Individual Education Plan to assure the student received the appropriate special education services in the least restrictive environment. In addition, the district would work collaboratively with or seek support from child-serving agencies to ensure a smooth transition and all necessary supports and services in place. The district understands that, as a host, it would be responsible for providing FAPE to all students eligible under 1306 and would be responsible for child find activities and, when necessary, be responsible for appointing surrogates and reporting student progress.

### *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 Jefferson Hills School District maintains a close relationship with juvenile justice authorities; particularly through the Juvenile Probation Office of Allegheny County and the community police departments. Upon notification that a West Jefferson Hills School District student is incarcerated and is eligible for special education services, the district informs the institution that the student has an educational disability and an Individual Education Plan (IEP) and needs to be provided with a Free Appropriate Public Education (FAPE). The district will contract the appropriate services through the Allegheny Intermediate Unit or the host school district that provides services to incarcerated youth. It is recognized that it is the responsibility of the school district to ensure that FAPE is being provided to students during their period of incarceration.

Currently, there are no facilities for incarcerated youth located in the district at this time. In the event that the District would have a facility, the school district would use certified school psychologists, special education supervisor, highly qualified special education teachers, regular education teachers and other district resources to ensure that students would be located, identified and evaluated, and, when determined to be eligible for services, the student would be offered a free appropriate public education.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

West Jefferson Hills School District supports the belief that all students with disabilities need to receive services within the regular education classroom in their neighborhood school as the initial consideration for educational placement. The IEP team, using the information in a student's Evaluation Report and other data collected, may make an informed decision and decide that a child's needs cannot be met within the general education setting after exhausting the use of all appropriate supplementary aids and services. Only then will the IEP team look at other options along the continuum of services from least to most restrictive and where the needs of the students will best be met.

If a WJHSD student is educated in a school outside of the home district, he/she is encouraged to participate in extra-curricular activities, with the necessary supports provided in order to remain connected to his or her neighborhood school. A student's needs determine the type of service, level of intervention and the percentage of time spent outside the regular education classroom. Supplementary aids and services and related services may include: psychological services, occupational therapy, physical therapy services, transportation, speech and language services, school health services, mental health services, assistive technology and devices, adaptive physical education, personal care assistants and audiological services. Placement decisions are not based solely on the category or severity of a student's disability, the availability of space or the availability of special education and related services.

Students in the West Jefferson Hills School district benefit from special education services being provided within the regular education classroom through co-teaching or an inclusion model. In-class supports are provided from a member of the special education staff (teacher, para-educator, speech and language pathologist, occupational therapist) who delivers services within the regular education classroom to meet the needs of eligible students. Co-teaching consists of a regular education teacher and a special education teacher delivering instruction and providing services to all students through a variety of models. In addition, students are provided small group instruction as determined by their IEP. All eligible students are assigned a case manager who is responsible for communicating with parents, monitoring progress and ensuring support is provided in all settings. Two of the educational agencies that provide ongoing support include the Allegheny Intermediate Unit and PaTTAN. Training and consultation is provided on various topics related to special education such as Functional Behavior Assessments, Positive Behavior Support Plans, progress monitoring, secondary transition, Multi-Tiered Systems of Support (MTSS), autism and Social Thinking.

The district continues to meet its SPP targets and percentages within Indicator 5-Educational Environments (Ages 6-21). From the 2017-2018 SPP report, Special Education Data Report indicated that 69.2%% of students with IEPs were included inside of the regular education classroom 80% or more of the time during the regular school day, as compared to the 62% State data.

### *Behavior Support Services*



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

The West Jefferson Hills School District Behavior Support Policy (113.2) includes all of the required components listed in PA Code 14.133 and includes sections concerning Purpose, Authority, Definitions, Delegation of Responsibility, and Guidelines. In addition, the West Jefferson Hills School District Discipline Code, which is based on the Student Discipline Policy (218) is in effect for all students enrolled in the district. Each school, at the beginning of the school year, teaches students about school expectations, rules, and consequences that occur as a result of violating the discipline code so that all students have a clear understanding of the consequences that will be implemented for specific violations. Students with disabilities are expected to follow the school rules although accommodations may be made through the IEP if appropriate.

During teacher induction meetings, Positive Behavior Support and classroom management is reviewed with new teachers by the school psychologists and Supervisor of Special Education. Effective instructional practices are likely to decrease student disruptions and impact positive behavioral responses, while effective positive behavior support strategies are likely to impact instructional outcomes. Successful classroom management involves preventing problems from occurring by creating environments that encourage learning and appropriate behavior, as well as, responding effectively when behavior problem(s) do occur.

Additionally, the long-range goal of classroom behavior management should be for all students to learn to manage their own behaviors. Effective classroom management must involve proactive classroom strategies, positive behavioral interventions to be used when problems arise, and continued emphasis on student learning to manage their own behaviors. Without proactive classroom management methods, as well as an emphasis on student self-management, behavior change interventions will have limited long term effectiveness.

Strategies emphasized may include:

#### Proactive Classroom Management

- Effective Teaching Practices
- Frequent Monitoring/Feedback
- Clear Rules and Procedures
- Effective Classroom Schedules
- Use of Appropriate Activities/Materials
- Social Praise
- Environmental Cues

- Curriculum Adaptations
- Direct Instruction
- Naturalistic Teaching Strategies
- Task Analysis
- Instruction in Self-Monitoring

#### Pro-Social Behavior

- Systematic Reinforcement
- Modeling Pro-social Behavior
- Verbal Instruction
- Role Playing
- Cuing

#### Social Problem Solving

- Discussions of Real Life Dilemmas
- Role Playing
- Student participation in Decision-making
- Activities
- Alternative Thinking
- Social Skills Instruction- through various curriculums

#### Effective Strategies and Communications

- Active Listening
- Communication Skills Training

The West Jefferson Hills School District has partnered with Allegheny Health Network/Jefferson counseling and the CHILL program which is licensed to provide School-Based Mental Health services in each of the school buildings. A master's level clinician provides support and goal-oriented therapy for students ages 5-18 and at times, families who are in need of outpatient services. The services are provided within the school day, in a private, confidential setting within the student's school. The district found that transportation was a barrier for many students to receive treatment and has found the partnership with Allegheny Health Network/Jefferson counseling to be very beneficial for students.

The West Jefferson Hills School District also utilizes several outside agencies to assist school staff

with the understanding of behavioral supports, interventions and supports. These agencies include: PaTTAN, the Allegheny Intermediate Unit, the Allegheny County Office of Behavioral Health, and private consultants.

### *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.

Measures to maintain and meet the needs of students in school district programs are exhausted before considering placement of any student in a program outside of the District. The IEP team is charged with ensuring District programs have been utilized and have also determined if the student requires services beyond what is available in the district to meet his/her needs. The West Jefferson Hills School District utilizes the interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. Interactions with the Allegheny Intermediate Unit and appropriate child-serving agencies such as mental health services, Office of Intellectual Disabilities, children, youth and family services, juvenile probation, and services from private consultants are accessed in order to locate the appropriate placement for the student. The District ensures parent participation is secured as a part of the interagency approach. At the current time, the district has no problems providing FAPE for all students eligible for special education services. The district is continuously looking to supplementary aids and services to meet the needs of students within the regular education classroom and to other local resources in order to resolve barriers to appropriate educational placements.

The district has worked closely with the Interagency Coordinator from the Allegheny Intermediate Unit and a representative from the Allegheny County Office of Behavioral Health, a partial hospitalization program and an educational advocate to collaboratively determine an appropriate educational placement for a hard to place student with significant mental health needs. Because of the positive working relationships that have been formed with agencies the district is encouraged that it is in a positive position to assist in the planning for student with complex needs.

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
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ACLD Tillotson	Approved Private Schools	Learning Support	1
The Watson Institute	Approved Private Schools	Life Skills Support	2
The Mon Valley School	Special Education Centers	Life Skills Support, Autistic Support, Emotional Support	11
Western Pennsylvania School for Blind Children	Approved Private Schools	Blind and Visually Impaired Support	2
Pathfinder	Special Education Centers	Life skills support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class

*Implementation Date:* August 20, 2019

*Reason for the proposed change:* Built a new High School.

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.7
Locations:				
Thomas Jefferson High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	6	0.3
Locations:				
Thomas Jefferson High School (TH)	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 20, 2019

*Reason for the proposed change:* District build a new High school

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	4	0.3
Locations:				

Thomas Jefferson High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.7
Locations:				
Thomas Jefferson High School (DR)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* District built a new High school**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.3
Locations:				
Thomas Jefferson High School (JD)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.7
Locations:				
Thomas Jefferson High School (JD)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019*Reason for the proposed change:* District built a new High school**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.3
Locations:				
Thomas Jefferson High School (BS)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	12	0.7
Locations:				
Thomas Jefferson High School (BS)	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #5***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Updating caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	6	0.3
Locations:				
Pleasant Hills Middle School (AP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	9	0.7
Locations:				
Pleasant Hills Middle School (AP)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #6***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Updating caseloads***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.4
Locations:				
Pleasant Hills Middle School (NP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	9	0.6
Locations:				
Pleasant Hills Middle School (NP)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #7***Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: July 1, 2016**Reason for the proposed change: Change of caseload for students***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	18	1
Locations:				
Pleasant Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	2	1
Locations:				
Gill Hall	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	2	0.7
Locations:				
McClellan Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.3
Locations:				
McClellan Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.3
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	9	0.7
Locations:				
Jefferson (JF)	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.3
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	0.7
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.3
Locations:				

Jefferson	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	12	0.7
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	29	0.7
Justification: The students who are out of age range do not receive instruction together.				
Locations:				
Jefferson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	8 to 12	8	0.3
Justification: The students who are out of age range do not receive instruction together.				
Locations:				
Jefferson Hills Intermediate	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 20, 2019*Reason for the proposed change:* teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	9	0.3
Locations:				
Pleasant Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 18	9	0.3
Justification: The students who are out of age range do not receive instruction together.				
Locations:				
Thomas Jefferson High school	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	11 to 14	8	0.2
Locations:				
Pleasant Hill Middle school	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	14 to 18	4	0.2
Locations:				
Thomas Jefferson High school	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 20, 2019*Reason for the proposed change:* Change in teachers caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	18	0.3
Locations:				
McClellan	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	10	0.2
Locations:				
Gill Hall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	5 to 8	8	0.5
Locations:				

McClellan Elementary school	An Elementary School Building	A building in which General Education programs are operated		
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**Program Position #17***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 31, 2016*Reason for the proposed change:* teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 11	1	0.1
Locations:				
Jefferson Hills Intermediate	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* April 8, 2016*Reason for the proposed change:* Teacher caseload change**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	2	0.2
Locations:				
Jefferson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 12	1	0.1
Justification: The students who are out of age range do not receive instruction together.				
Locations:				
McClellan	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	1	0.1
Locations:				
Gill Hall Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Deaf and Hearing Impaired Support	11 to 14	2	0.2
Locations:				
Pleasant Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 18	1	0.1
Locations:				
Thomas Jefferson High school	A Junior High School Building	A building in which General Education programs are operated		

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	5	1
Locations:				
McClellan Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	4	1
Locations:				
Jefferson Hills Intermediate Building	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	6	1
Locations:				
Pleasant Hills Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 20, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	3	1
Locations:				
Thomas Jefferson High School	A Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
Supervisor of Special Education	Central Administration Building	1
School Psychologist	Gill Hall, McClellan, Jefferson	1
School Psychologist	Pleasant Hills Middle School, Thomas Jefferson High School	1
Social Worker	Jefferson, McClellan, Gill Hall, Pleasant Hills Middle School	1
Social Worker	Thomas Jefferson High School	1
Paraprofessional	Gill Hall	1
Paraprofessional	Gill Hall	1
Paraprofessional	McClellan	1
Paraprofessional	Gill Hall	1
Paraprofessional	McClellan	1
Paraprofessional	McClellan	1
Paraprofessional	McClellan	1
Paraprofessional	McClellan	1
Paraprofessional	Pleasant Hills Middle School	1
Paraprofessional	McClellan	1
Paraprofessional	Jefferson Elementary School	1
Paraprofessional	Jefferson Elementary School	1
Paraprofessional	Jefferson Elementary School	1
Paraprofessional	Pleasant Hills Middle School	1

Paraprofessional	Pleasant Hills Middle School	1
Paraprofessional	Pleasant Hills Middle School	1
Paraprofessional	Pleasant Hills Middle School	1
Paraprofessional	Thomas Jefferson High School	1
Paraprofessional	Thomas Jefferson High School	1
Paraprofessional	Thomas Jefferson High School	1
Paraprofessional	Thomas Jefferson High School	1
Paraprofessional	Thomas Jefferson High School	1
Paraprofessional	Jefferson Hills Intermediate	1
Paraprofessional	Thomas Jefferson High school	1
Paraprofessional	McClellan	1

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Leaders in Learning, LLC	Outside Contractor	120 Minutes
Psychological services	Outside Contractor	10 Minutes
Nursing services	Outside Contractor	5 Days
Certified BCBA (Board certified behavior analyst)	Outside Contractor	3 Days
Autism Consultation	Outside Contractor	1 Hours
Physical Therapy	Intermediate Unit	2 Days
Occupational Therapy	Intermediate Unit	3.5 Days
Deaf and Hard of Hearing Support	Intermediate Unit	3 Days
Blind and Visually Impaired Support	Intermediate Unit	2 Hours
Contracted School Psychologist	Outside Contractor	120 Minutes

# District Level Plan

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## Special Education Personnel Development

### Autism

<b>Description</b>	<p>Students with Autism will continue to be educated in the least restrictive environment while being provided with specially designed instruction and supplementary aides and services to meet their needs. The administrators, faculty and support staff of the West Jefferson Hills School District will continue to receive ongoing professional development related to the needs of students with Autism Spectrum Disorders (ASD) in large group, as smaller teams and during targeted, more individualized training in order to meet the unique needs of students. The District will partner with PaTTAN, the Allegheny Intermediate Unit (AIU 3), and contracted service providers to provide trainings to faculty and staff. The training format will be tailored to meet the needs of participants and will include training with guided practice, attendance at workshops, speakers and at conferences.</p> <p>In addition, parent trainings will be provided monthly via the website calendar on topics relevant to the needs of students with Autism Spectrum Disorders.</p> <p><u>Evidence of Implementation:</u></p> <ul style="list-style-type: none"> <li>• LRE data from the Pennsylvania Department of Education's Special Education Data Report</li> <li>• Agendas from professional development activities</li> <li>• Evaluation summaries from participants who attended trainings</li> <li>• Student assessment data (progress monitoring on IEP goals and objectives, curriculum-based, standardized measures)</li> </ul>
<b>Person Responsible</b>	Supervisor of Special Education, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services



### Professional Development Details

<b>Hours Per Session</b>	2.0
<b># of Sessions</b>	5
<b># of Participants Per Session</b>	20
<b>Provider</b>	West Jefferson Hills School District
<b>Provider Type</b>	The providers may include the AIU, PaTTAN, School District, contracted providers, State & National conferences, district administrators and teachers
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The faculty, staff and administrators working with students with Autism will gain a better understanding of the unique needs of these students. The targeted trainings will assist in how to develop appropriate programs, identify meaningful specially designed instruction and the necessary supplementary aides and services that the students need in order to make meaningful progress in their educational program and participation in extracurricular activities.
<b>Research &amp; Best Practices Base</b>	The District will work with PaTTAN, the AIU and with contracted providers to ensure that the practices that are being utilized are current, researched based and are being implemented with fidelity.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring Journaling and reflecting
<b>Evaluation Methods</b>	Participant survey Portfolio

## Behavior Support

<b>Description</b>	Decisions regarding students with IEPs will continue to be made through the IEP process. The IEP teams will work together using the Functional Behavior Assessment
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	<p>(FBA) process in order to develop meaningful and appropriate Positive Behavior Support Plans (PBSP) to help the student make progress and participate in the least restrictive environment. Training on the FBA process, design and implementation of positive behavior support plans, which includes writing measurable behavior goals, effective and meaningful interventions, data collection, progress monitoring and data driven decision making will be provided to staff and paraprofessionals. Consultation and supervision will occur through the districts BCBA(Board Certified Behavior Analyst) personnel. This will include observations, staff training, collaboration with staff on developing behavior plans and FBA's, and any other additional need.</p> <p>In addition, 23 district personnel have been trained as QBS (Quality Based Instruction) specialist and 2 district personnel are trainers. The trainers will continue to instruct all district staff and provide annual refresher courses. In addition, consultation is provided by the Allegheny Intermediate Unit (AIU) to review behavioral data and assist IEP teams in the development of positive behavior support plans for eligible school age students.</p> <p>The Multi-Tiered System of Support (MTSS) teams will meet regularly to review data as well as hear teacher concerns regarding individual student needs. Each elementary building also has members of the MTSS teams trained as members of the Student Assistant Program (SAP) to identify and refer students for screening when barriers to learning have been identified. Reports of bullying behaviors are taken very seriously, investigated and dealt with in an appropriate and timely manner.</p> <p>Evidence that the action steps have been implemented include a decrease in student discipline reports and a decrease in suspensions of students with IEPs as documented by building principals.</p>
<b>Person Responsible</b>	Supervisor of Special Education, Building Principals, BCBA
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	3
<b># of Participants Per Session</b>	20
<b>Provider</b>	West Jefferson Hills School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	Teachers, staff and administrators will be able to utilize deescalation techniques and if needed use safe physical restraints if a student is in danger of harming him or herself or others as the result of completing Quality Based Instruction (QBS) Training.

	<p>Use of district wide crisis plan for students</p> <p>Teachers, staff and administrators</p> <p>Teachers and administrators will be able to identify barriers to learning and refer for a mental health screening through the SAP provider</p>
<b>Research &amp; Best Practices Base</b>	<p>The district will utilize research based practices when conducting FBAs and will seek support and training from AIU 3 and PaTTAN to ensure the most current resources and forms are being used.</p>
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Department Focused Presentation</p>

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents
<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey Portfolio

## Paraprofessional

<b>Description</b>	The district currently employs 25 paraprofessionals. All of the paraprofessionals meet the highly qualified standard by either having earned a college degree or an associate degree. The district has a minimum education qualification of an associate degree for all of its paraprofessionals. Training is provided to the paraprofessional staff on a regular basis in areas related to services for school-age students with disabilities. The training targets information related to specific disabilities, positive behavior support, FBA process, confidentiality, instructional strategies, modifications and adaptations, assistive technology, QBS, CPR and
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	<p>First Aid certification. The district uses district personnel, AIU consultants, PaTTAN on-line training modules, and local EMS to provide training.</p> <p>Evidence of implementation include certificates of completion from PaTTAN on-line training modules, CPR/First Aid certification cards, agendas &amp; sign-in sheets and in-services logs identifying at least 20 hours of professional development annually.</p>
<b>Person Responsible</b>	Supervisor of Special Education, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Special Education

### Professional Development Details

<b>Hours Per Session</b>	6.0
<b># of Sessions</b>	12
<b># of Participants Per Session</b>	20
<b>Provider</b>	West Jefferson Hills School District
<b>Provider Type</b>	School Entity
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The paraprofessionals will gain a better understanding of students with disabilities, various disabilities and ways to assist students in access the general education curriculum.
<b>Research &amp; Best Practices Base</b>	The district frequently uses the PaTTAN online learning modules developed specifically for targeted paraprofessional training.
<b>For classroom teachers, school counselors and education specialists</b>	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students

	<p>are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
<b>Training Format</b>	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Principals / Asst. Principals</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Related Service Personnel</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Journaling and reflecting</p> <p>Conferencing with the Supervisor of Special Education, special education teacher, small group discussion</p>
<b>Evaluation Methods</b>	<p>Participant survey</p> <p>Achieving a passing score on specific learning modules assigned for the paraprofessionals using an on-line professional development program</p>

## Reading

<b>Description</b>	<p>The West Jefferson Hills School District developed Multi-Tiered Systems of Support (MTSS) teams in each elementary building during the 2015-2016 school year. These teams, formerly RtII teams, review data from universal screenings and determine interventions needed based on individual student needs. Regular and Special Education teachers have been trained in the</p>
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	District's reading curriculum, which is aligned to the Pennsylvania Core Standards. Special education teachers and paraprofessionals will receive additional training in intervention strategies for reading as well as the District's reading intervention programs. Teachers will continue to receive training and conduct frequent progress monitoring using DIBELS at the elementary level to chart student progress and determine interventions when needed. Middle and high school teachers will also be receive additional training in monitoring student progress and how to use data to determine instructional interventions. The District will review instruments such as NWEA MAP Data, CDT and PVAAS data and instruct staff on utilizing the data provided by these tools. Evidence will include continued high participation rate of students with disabilities taking the PSSA/PASA and Keystone exams. Increases in PSSA (10 points) and PASA reading scores; continued high rate of graduation; the District's assessments will ensure a high rate of student learning.
<b>Person Responsible</b>	Supervisor of Special Education, Building Principals
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023
<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education

### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	15
<b># of Participants Per Session</b>	10
<b>Provider</b>	West Jefferson Hills School District, AIU 3 Consultants, PaTTAN Consultants
<b>Provider Type</b>	PaTTAN, AIU, School District
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	<p>Professionals will:</p> <ul style="list-style-type: none"> <li>• partner with parents to develop home/school reading programs</li> <li>• demonstrate knowledge of and use of data-informed decision making</li> <li>• determine appropriate reading interventions for student need</li> <li>• evaluate instructional strategies and reading interventions</li> </ul>
<b>Research &amp; Best Practices Base</b>	Multi-Tiered System of Supports (MTSS) is a comprehensive system of supports that includes a standards-aligned, culturally responsive and high



	quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership and professional development. MTSS is a system of support put into place to identify the needs of students and provide the necessary supports to help all students make progress and achieve meaningful benefit from their educational program.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Podcast Offsite Conferences
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists Parents

<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring
<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

## Transition

<b>Description</b>	<p>The West Jefferson Hills School District collaborates annually with the AIU to conduct information sessions for parents regarding the transition to school-age programs from early intervention programs. Individual meetings are held in February with parents where they are introduced to the Supervisor of Special Education, school psychologists, and speech &amp; language pathologists. At this time, parents have the opportunity to ask questions, discuss their child's needs, the reevaluation process and have concerns addressed regarding their child's transition to kindergarten. The school psychologist and/or speech/language pathologist complete the evaluation procedure and an IEP is developed to ensure a smooth transition from early intervention services to school-age services.</p> <p>Transition IEP meetings are held in the spring to assist students who will be transitioning from the elementary to middle school and for students who will be transitioning from middle school to high school. Also, the students are provided with an opportunity to visit their respective school prior to the beginning of the school year.</p>
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	<p>Beginning in middle school and continuing through high school, students use a variety of online programs including Navience to investigate careers, interests, and post-secondary opportunities based on their interests and strengths. School counselors meet individually with students to schedule classes and develop a plan for graduation based on student interests and strengths. Parents and special education teachers receive annual training related to secondary transition services and an annual transition fair is held in conjunction with neighboring districts with representatives from agencies who provide services to post-secondary students. During the school year when a student turns 14, he/she is invited and encouraged to participate in the IEP meeting to provide input, increase awareness and participation in the transition planning process. The Transition Coordinator and/or caseload manager meets with special education students in grades 10, 11 and 12 annually to review transition plans and assist in the coordination of services. The Office of Vocational Rehabilitation (OVR) provides training on the Early Reach program to parents.</p> <p>Student transition services include post-secondary and training outcome, employment outcome and independent living outcome as outlined in the student's IEP. In addition the college preparation courses, the military, students may participate in vocation courses at the Mon Valley School and at Steel Center Vocational Technical School, operated by the AIU. Students may also participate in work experience or community based instruction as determined by their IEP. Parents and students participate in the development of the transition plan to assist in the transition into post-secondary experiences.</p> <p>Evidence of implementation include:</p> <ul style="list-style-type: none"> <li>• Documentation of progress toward transition goals</li> <li>• PDE Post-school survey</li> <li>• Agendas from professional development activities</li> <li>• Attendance at the annual transition fair and parent trainings</li> <li>• increase in student participation in IEP meetings</li> </ul>
<b>Person Responsible</b>	Supervisor of Special Education, Transition Coordinator
<b>Start Date</b>	7/1/2019
<b>End Date</b>	6/30/2023

<b>Program Area(s)</b>	Professional Education, Teacher Induction, Special Education, Student Services
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### Professional Development Details

<b>Hours Per Session</b>	3.0
<b># of Sessions</b>	10
<b># of Participants Per Session</b>	8
<b>Provider</b>	West Jefferson Hills School District
<b>Provider Type</b>	Training will be provided through workshops at the AIU, Annual Transition Conference by the PDE, PaTTAN, presenters at the annual transition fair
<b>PDE Approved</b>	Yes
<b>Knowledge Gain</b>	The special education teachers of students ages 14 and older will gain a better understanding of writing effective and meaningful goals in the transition grid and gain a better understanding of available resources and the importance of sharing resources with families.
<b>Research &amp; Best Practices Base</b>	Training will be provided by the Transition Consultant from the AIU who provides the district with best practices and ensures that current Indicator 13 guidelines are being followed.
<b>For classroom teachers, school counselors and education specialists</b>	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
<b>For school or LEA administrators, and other educators seeking leadership roles</b>	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

<b>Training Format</b>	<p>Series of Workshops</p> <p>Live Webinar</p> <p>Department Focused Presentation</p> <p>Offsite Conferences</p>
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Ast Supts / CEO / Ex Dir</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Parents</p>
<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>
<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>

# Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*