

Profile and Plan Essentials

LEA Name		AUN
Central Greene SD		101301403
Address 1		
PO Box 472		
Address 2		
City	State	Zip
Waynesburg	PA	15370
Director of Special Education Name		
Edith H. Woods		
Director of Special Education Email		
ewoods@cgsd.org		
Director of Special Education Phone Number		Director of Special Education Ext
724-627-3081		4285
Chief Administrator Name		
Mr Matthew R Blair		
Chief Administrator Email		
mblair@cgsd.org		

Special Education Students

Total Number of Students Receiving Special Education 413

School District Total Student Enrollment 1664

Percent of Students Receiving Special Education 24.8

Steering Committee

Name	Position/Role	Building	Email
Edith Woods	Director of Special Education	Central Greene SD	ewoods@cgsd.org
Matthew Blair	Superintendent	Central Greene SD	mblair@cgsd.org
Dr. Diana Fronczek	Director of Curriculum	Central Greene SD	diana.fronczek@cgsd.org
Scott Headlee	Building Principal	Waynesburg Central EI School	sheadlee@cgsd.org
Bob Stephenson	Building Principal	Waynesburg Central JSHS	bstephenson@cgsd.org
Alisha Lahew	Special Education Teacher	Waynesburg Central EI School	alahew@cgsd.org
Sarah Eddy	Special Education Teacher	Waynesburg Central JSHS	seddy@cgsd.org
Michelle Shannon	General Education Teacher	Waynesburg Central EI School	mshannon@cgsd.org
Heather Morris	General Education Teacher	Waynesburg Central JSHS	hmorris@cgsd.org
Bianca Simpson	Parent	Waynesburg Central JSHS	biancalea15@yahoo.com
Andrea Layton	General Education Teacher	Waynesburg Central JSHS	alayton@cgsd.org
Lanfer Simpson	Board Member	Central Greene SD	lanfer.simpson@cgsd.org
James Howard	Board Member	Central Greene SD	jhoward@cgsd.org
Stephanie Knisely	Parent	Waynesburg Central EI School	sknisely2011@gmail.com
Wayne Knisely	Board Member	Central Greene SD	wknisely@cgsd.org
Laura Calabrese	Building Principal	Waynesburg Central EI School	laura.calabrese@cgsd.org
Dr. Kelly Lombard	Building Principal	Waynesburg Central JSHS	kelly.lombard@cgsd.org
Erin Stickle	Special Education Teacher	Waynesburg Central EI School	erin.stickle@cgsd.org

School District Areas of Improvement and Planning - Indicators

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

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

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

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Improvement and Planning Activity
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 100% of Evaluations Completed within the correct timelines. The district percentage of 98.8% was higher than the state rate of 91%, but the district did not meet the 100% target. When calculating days, the district will ensure to count the in-service days prior to the students' first day of school.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 100% of Evaluations Completed within the correct timelines. The district percentage of 98.8% was higher than the state rate of 91%, but the district did not meet the 100% target. The Director of Special Education, along with the Special Education Department Administrative Assistant, will review the IEPwriter Verification Report- Penn Data Table 8A- Evaluations Not Completed at least quarterly to locate any errors.

Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 100% of Evaluations Completed within the correct timelines. The district percentage of 98.8% was higher than the state rate of 91%, but the district did not meet the 100% target. The district will maintain checks and balances with dates through the Special Education Administrative Assistant documenting due dates on the Master Meeting Schedule that teachers can access, along with the School Psychologist keeping records of timelines.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Improvement and Planning Activity

Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the targets of 95% in ELA & Math of 11th grade special education students participating in the state standardized assessments. CGSD had 90% in ELA and 86.7% in Math participation by special

education students on standardized assessments. The Director of Special Education will collaborate with the High School Guidance Counselors to review 11th grade special education students scheduled to take the 11th grade assessments and assist in making arrangements for all to participate.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the targets of 95% in ELA & Math of 11th grade special education students participating in the state standardized assessments. CGSD had 90% in ELA and 86.7% in Math participation by special education students on standardized assessments. The Director of Special Education will collaborate with the principals of the IU #1 campus schools and Transformation Learning to ensure that all 11th grade students in outside placements are scheduled to participate in the state standardized assessments.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the targets of 95% in ELA & Math of 11th grade special education students participating in the state standardized assessments. CGSD had 90% in ELA and 86.7% in Math participation by special education students on standardized assessments. The Director of Special Education will work with the guidance department to establish incentives for 11th grade special education students who take the 11th grade state standardized assessments.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target in the gaps in the proficiency rates for children with IEPs and all students against grade level academic achievement standards for 8th grade ELA and 11th grade ELA. For this reason, there will be a focus on providing inclusion classrooms for ELA & English at the Junior/Senior High School to provide an opportunity for the greatest exposure to the material and concepts that will be on the 8th and 11th grade ELA state standardized assessments.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target in regard to the gaps in the proficiency rates for children with IEPs and all students against grade level academic achievement standards for 4th grade ELA & Math. Elementary special education teachers will utilize both grade level and instructional level materials in order to improve achievement as demonstrated through teacher lesson plans.

Education Environments (Indicator 5)

Improvement and Planning Activity
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 62.4% of Special Education Students inside the regular class 80% or more. Central Greene only had 48.3% percent of Special Education students inside the regular education class 80% or more. For this reason, at the beginning of each school year the Director of Special Education will review the previous year's data with all of the special education teachers to identify trends and brainstorm ideas on how to improve in this area.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 62.4% of Special Education Students inside the regular class 80% or more. Central Greene only had 48.3% percent of Special Education students inside the regular education class 80% or more. For this reason, the Director of Special Education will review draft IEPs, that are received from special education teachers 5 school days prior to the IEP meeting, to review the Least Restrictive Environment data contained within the IEP.
Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 62.4% of Special Education Students inside the regular class 80% or more. Central Greene only had 48.3% percent of Special Education students inside the regular education class 80% or

more. For this reason, IEPs for students enrolled in the CGSD eLearning Academy will be reviewed to ensure that students are identified as Itinerant and inside the regular class 80% or more due to receiving their instruction remotely via asynchronous online instruction.

Based on the Special Education Data Report (SEDR) from the December 1, 2022 data, Central Greene did not meet the target of 4.8% or less of Special Education Students in other settings. Central Greene had 6.10% percent of Special Education students in other settings. For this reason, the Director of Special Education will coordinate with the principals of IU#1 campus schools and Transformation learning to discuss plans for students to return to the district buildings. At the IEP meeting of each student placed outside the district, a discussion will be held regarding if there is a plan to return. If there is a plan for the student to return to a District school then a transition plan will be developed to facilitate this change.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

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

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Non-Resident Students Oversight

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

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

A Free Appropriate Public Education is provided to all students with disabilities. The District's annual public Child Find notice is published in local newspapers, on the District's website, available via copies at the Elementary School and Junior-Senior High School, and shared with Children and Youth Services, mental health clinics, Child Adolescent Social Services Program, and the judicial system making community members aware of the available screenings and services offered by the school district. There are established enrollment procedures at both the Elementary School and Junior-Senior High School buildings and through the Special Education Office. The process is reviewed annually with the District staff. When new students enroll into the district, the guidance secretaries at the Junior-Senior High School or the Elementary Enrollment secretary contact each special education office in the previous district to ensure that all records were sent from the sending district. If records are not received from the sending district, the Special Education Office follows up with a request for records. The Guidance Offices, Main Offices and the Special Education Office ensure that each student is enrolled within 5 business days and receives a free appropriate public education (FAPE). IEPs are adopted upon enrollment and new NOREPs are issued. Choosing the Least Restrictive Environment is the principle that guides IEP teams when determining a student's educational placement. The student's IEP team first considers regular education with supplementary aids and services and proceeds through the continuum of alternative placements. Students are placed in the Least Restrictive Environment with certified special education teacher(s) providing services no matter the placement.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

The Director of Special Education participates in all IEP and Evaluation meetings for students in a 1306 facility. During meetings, student progress and transition plans are discussed and addressed in regard to a plan for transition back to school. The 1306 facilities submit quarterly progress reports on student goals to the District. Additional communication occurs periodically to address shared responsibilities, transportation, Assistive Technology, and other supplementary aids and services for the students in a 1306 facility.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

Yes

§1306.2 Facilities			
Facility Name	Facility Type	Services Provided By	Student Count
Greene County Prison	Prison	Other	0

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The District's annual public Child Find notice is published in local newspapers, on the District's website, made available via copies at the Elementary School and Junior-High School, and shared with Children and Youth Services, mental health clinics Child Adolescent Social Services Program, and the judicial system making community members aware of the available screenings and services offered by the school district. When a responsible party (parent, guardian, and legal representative) requests an evaluation for a student who resides in District, the District conducts a Multidisciplinary Evaluation within 60 days of the permission receipt and proceeds with the special education process. When the Greene County Prison has a juvenile in their facility the prison staff notify the Director of Special Education in the Central Greene School District. When the District is aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process as well as forwarding all the necessary paperwork to the facility to ensure an appropriate educational program is in place for that student. When the District receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the District verifies the family's residency and signs and returns the form. This form begins the process for the District to initiate contact with the institution and communicate about the student's needs and educational programming. A free appropriate public education (FAPE) will be provided to juveniles within the County Prison system. Based on the records received by the district, the district will continue to provide educational services and a free appropriate public education to the juveniles in the correctional facility.

Least Restrictive Environment

1. Review the district's most recent data for Least Restrictive Environment. Highlight areas of improvement.

Based on the 2023-2024 Special Education Data Report (based on 12/1/23 Child Count) 47.9% of the District's Special Education students were inside the regular education classroom 80% or more, while the State percentage was 61.7%. The District had 3.6% of Special Education students inside the regular class less than 40%. The State percentage was 10.3% of Special Education students inside the regular education class less than 40%. The District has 6.7% of Special Education students in other settings, while the State average is 4.4%. Areas to improve would include increasing the percentage of our Special Education population being inside the regular education classroom 80% or more and decreasing our percentage of special education students in other settings, if possible and if it is determined to be the least restrictive environment. Our out of district placement is higher than the state average, so this concern needs addressed.

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

The Central Greene School District procedures have been established for all IEP meetings. The first option for every student is regular education, moving through the continuum of services until the team members agree upon the most appropriate setting/program/placement. The student's needs are always the determining factor. IEP Team meetings begin by focusing on the student's current situation and classroom performance. Every measure is taken to ensure that the entire team is physically present at the IEP Team meetings to discuss the student and their progress. When physical participation is not possible, the case manager contacts the parent to discuss the possibility of a team member providing written input for the meeting.

A. The team reviews assessment data including results from standardized tests, curriculum based assessments, daily classroom performance (grades, attendance, and discipline), general education teacher input, parent input, and student input (if appropriate). B. The team reviews instructional strategies that have been implemented in the general education classroom to address the student's specific problem areas. C. The team discusses the effectiveness of these strategies/modifications/accommodations in relation to the individual student's progress compared to his classmates and curricular benchmarks. D. The team discusses how the student's difficulties impact his/her achievement and progress in the general education curriculum. E. The IEP Team develops specific goals for the student that will allow progress and skills to be quantified and monitored. F. The IEP Team reflects on the effectiveness of the strategies currently being employed in the classroom and brainstorms any additional strategies/accommodations that would be necessary and are directly related to the student's targeted difficulty and goals. G. In this brainstorming session, the IEP Team considers the need for related services and supports for the student or teacher to facilitate student success toward his/her goal. Placement options are not considered until the body of the IEP has been developed.

A. The goal to provide services within the general education classroom to allow for maximum participation with non-disabled students is stressed at every IEP meeting. B. The team members discuss how the student's plan can be implemented in different settings- General Education classroom, Special Education classroom, etc. C. The team considers input from all members including the General Education teacher, Special Education teacher, parent, and student (if appropriate) to determine if these strategies are appropriate and able to be implemented in the General Education classroom or if additional supports are necessary. - If members agree that the program can be implemented in the General Education classroom, that placement option is chosen. - If members agree that the student demonstrates a need for additional supports, the IEP Team discusses providing supplementary services (such as a resource room or itinerant instruction) in conjunction with regular class placement. After the IEP is completely developed, a NOREP is issued for parent approval. The array of placement options are outlined and reviewed with the parent. A. If parent agrees and signs the NOREP, the placement begins. B. If parent disagrees or refuses to sign the NOREP, dialogue continues until consensus about the student's needs and appropriate programming is reached. Universal practices the district uses to support social/emotional accommodations include possible referral to the SAP Team and/or referral to outpatient services

through the Intermediate Unit #1 , Therapeutic Healing Services or Jonathan Johnson. Concerns are brought to the attention of the guidance department and referrals are then made. The Central Greene School District will work to educate, prevent and intervene in the potential and actual use and abuse of all drug, alcohol and mood altering substances by the entire student population. The District recognizes that in-school as well as out-of-school drug and alcohol use has a negative impact on the institution as a whole and is detrimental to the safety of our student body as well as our goal of a drug-free learning environment. Procedures will be implemented through the functioning of the appropriate Student Assistance Team which is a core team of administrators, teachers, counselors, and nurses. Raider Wellness Program: Central Greene School District has teamed up with Intermediate Unit #1 Outpatient Therapy, Therapeutic Healing Services, Jonathan Johnson and Greene County Human Resources Department to provide mental health and drug/alcohol counseling services to students in the school setting. The Intermediate Unit #1 Outpatient Services, Therapeutic Healing Services, and Jonathan Johnson provide Mental Health Services. Once a month, a Child Psychiatrist through Intermediate Unit #1 visits the school for evaluations and medication management of students referred to the IU #1 Outpatient Program. The Drug and Alcohol Program Specialist from Greene County Human Services provides classroom prevention programs. The district also has a social worker available through Intermediate Unit #1 to provide support to Special Education students. Additionally, the District employs a Social Worker to address truancy issues and barriers to school attendance in addition to providing IEP students with social work services. Often times social/emotional needs of students are identified through meetings between the Social Worker and families. The social worker provides families and students with options available to help support students' social/emotional needs.

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

Some students receive the majority of their instruction while in the regular educational environment. They are supported with the full continuum of services in all environments. In the regular education classroom, the regular education teacher will deliver modifications and specially designed instruction as necessary. Support may be provided by a paraprofessional if needed. The student will receive instruction in the special education classroom only if his/her needs are such that they cannot be met in the regular education classroom. The District's goal is for students with disabilities to be included in the regular education classroom to the maximum extent appropriate. In order to improve academic programming the staff are trained on the multi-tiered support system, in addition to accommodations. All staff are provided the Special Education Procedure Manual to reference each year. Also, through the multi-tiered support system teachers are providing training on supplementary aids and services available to students. At all levels within the District, students with disabilities are being served in general classrooms to the greatest extent possible. Both general and special education teachers monitor the progress of students with disabilities in the general education curriculum. In addition, both ensure that program modifications and specially designed instruction are implemented in accordance with the IEP. There are many opportunities for students with disabilities to interact with non-disabled peers throughout the school day. Elementary students are included in the general education environment for homeroom, breakfast/lunch, art, gym, music, recess, assemblies and programs, and other school-wide events. Junior and Senior High school students are included in the general education environment for homeroom, breakfast, lunch, electives, rotation classes and other school wide and extracurricular programs and events. The only exceptions to these are determined by the IEP Team in consideration of the least restrictive environment for the individual. Regular Education curriculum is utilized whenever possible in the Learning Support Program to the fullest extent. A significant portion of the students are able to complete the regular education coursework with accommodations. Sometimes these accommodations can be supported in the general education classroom. While at other times, the accommodations are too significant for the general education classroom environment, therefore the support classroom must be utilized to meet the individual needs of the student. Students within the District utilize the special education curriculum when it is necessary to meet their individual learning needs. This curriculum is aligned with the Pennsylvania Core Standards. When this option is necessary, it is noted within the students' IEP. When

appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities, as well. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment.

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

The Central Greene School District provides a wide range of services for children with disabilities both inside the classroom and also in regard to participation in extracurricular activities. We offer learning support and life skills support in the regular school setting with levels of intervention ranging from itinerant to supplemental. We provide students an education in the least restrictive environment with the help of supplementary aids and services according to their Individual Education Plan both in the academic and extracurricular settings. These supplementary aids and services could include but are not limited to the following: Framework for Considering the Full Range of Supplementary Aids and Services (SAS) Category Examples Collaborative - Adults working together to support students • Scheduled time for co-planning and team meetings • Instructional arrangements that support collaboration (e.g. paraeducator support) • Professional development related to collaboration in both academic and extracurricular settings • Coaching and guided support for team members in the use of assistive technology for an individual student in both academic and extracurricular settings • Scheduled opportunities for parental collaboration in both academic and extracurricular settings • All school personnel collaborate in the development and delivery of Standards Aligned System (SAS)- The Standards Aligned System (SAS), developed by the Pennsylvania Department of Education, is a comprehensive, researched-based resource to improve student achievement. SAS identifies six elements that impact student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools. Schools and educators across Pennsylvania are supported in their efforts to implement SAS by the development of a state-of-the-art portal. Instructional - development and delivery of instruction that addresses diverse learning needs • Providing modified curricular goals • Providing alternate ways for students to demonstrate learning • Providing test modifications or modifications in the drills/tasks associated with extracurricular events • Providing alternate materials and/or assistive technology (e.g., materials via audio, transcribe text into Braille, large print, alternate computer access) across multiple settings • Providing instruction on functional skills in the context of the typical routines in the regular classroom • Changing method of presentation in both academic and extracurricular settings • Using reader services • Providing research based supplementary materials • Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra examples and non-examples) Physical - adaptations and modifications to the physical environment • Furniture arrangement in environments • Specific seating arrangements • Individualized desk, chair, etc. • Adaptive equipment in both academic and extracurricular settings • Adjustments to sensory input (e.g., light, sound, etc.) • Environmental Aids (e.g., classroom acoustics, heating, ventilation) in both academic and extracurricular settings • Structural Aids (e.g., wheelchair accessibility, trays, grab bars) in both academic and extracurricular settings Social-Behavioral - supports and services to increase appropriate behavior and reduce disruptive or interfering behavior • Social skills instruction • Counseling supports • Peer supports (e.g., facilitating friendships) • Individualized behavior support plans • Modification of rules and expectations • Cooperative learning strategies.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

When appropriate, students with disabilities who are educated outside of the District pursue regular curricula and activities. Their progress is evaluated regularly by the IEP Team to determine readiness for placement in a less restrictive environment. The District has developed relationships with Intermediate Unit #1, Transformation Learning, Pathfinders through Allegheny Intermediate Unit, and the Watson Institute to help provide the appropriate education for students. By working with the outside placement facilities, Greene County Mental Health for resources, and the Intermediate Unit the District is able to provide the best and most appropriate placement and/or supports for our students. District activities are shared via the District Website, emailed communications, Facebook, Twitter and Instagram in order to help make all students and families aware of the opportunities to participate in events held

within the district. Students have the opportunity to participate in extracurricular activities, including sports. High school students in Grades 10-12 receiving instruction in outside placements also have the opportunity to attend the Greene County Career and Technology Center.

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

The district will continue to monitor the services needed by our students. Our autistic students with the most needs are often placed in outside placements. The district will continue to determine if these students' needs could be met within our district. When the need arises, the District will contact consultants, mainly from Intermediate Unit #1 and PaTTAN, for training and consultation purposes. The District has utilized the Watson Institute and the Intermediate Unit's Training and Consultation (TAC) teams for Autism, Behavior and Transition. The Watson Institute consultant and the TAC team members have provided consultation and collaboration with District personnel by conducting on-site observations and training. The District has developed relationships with Intermediate Unit #1, Transformation Learning, Allegheny Intermediate Unit, and the Watson Institute to help provide the appropriate education for students. By working with the outside placement facilities, Greene County Mental Health for resources, and the Intermediate Unit, the District is able to provide the best and most appropriate placement and/or supports for our students. The percentage of time a special education student is outside the regular education classroom will continue to be monitored with a focus of having students in their regular education classrooms with the use of supplementary aids and services prior to placement outside the regular education classroom. By educating teachers and staff on available supplementary aids and services available, there is a hope for more time to be spent within the regular education classroom. All students will be provided a free appropriate public education in the least restrictive environment.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Intermediate Unit #1 McMurray Campus	Other	Public Facility (Non Residential)	Intermediate Unit #1	Multiple Disabilities Support	1
The Watson Institute- Education Center South	Licensed Private Academic		The Watson Institute	Life Skills Support	4
Pathfinders	Other	Public Facility (Non Residential)	Intermediate Unit #3 Allegheny	Multiple Disabilities Support	1
Transformation Learning Corporation	Licensed Private Academic		Transformation Learning Corporation	Emotional Support	4

Washington Park Elementary Autistic Support Classroom	Other	Public Facility (Non Residential)	Intermediate Unit #1	Autistic Support	1
Intermediate Unit #1 Educational Campus Waynesburg Waynesburg	Other	Special Education Center	Intermediate Unit #1	Emotional Support	9
Intermediate Unit #1 Redstone	Other	Public Facility (Non Residential)	Intermediate Unit #1	Life Skills Support	4
Intermediate Unit #1 McMurray Campus	Other	Public Facility (Non Residential)	Intermediate Unit #1	Emotional Support	1
DTAC-Danville	Other	Other Private Facility (Residential)	Intermediate Unit #16 Susquehanna	Emotional Support	1

Positive Behavior Support

Date of Approval

2022-01-18

Uploaded Files

113.2 from 1.18.22.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The current Board-approved Behavioral Support policy states that positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. In October 2024 the District trained a Crisis Response Team in each building using the Comprehensive Crisis Management (CCM) program. Additionally, para-professionals, special education teachers, administration and school counselors have received training on de-escalation techniques. The district has been having conversations about multi-tiered systems of supports (MTSS) for behaviors, academics and attendance. Teachers will be receiving training on how implementing policies and procedures and teaching the students those procedures, will decrease behavior and increase achievement.

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.

The Superintendent or designee shall provide regular training and retraining of staff in the use of specific procedures, methods and techniques, including de-escalation strategies, emergency responses, restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs, Positive Behavior Support Plans and Board policy. In October 2024 the District trained a Crisis Response Team in each building using the Comprehensive Crisis Management (CCM) program. Additionally, para-professionals, special education teachers, administration and school counselors have received training on de-escalation techniques. The district has been having conversations about multi-tiered systems of supports (MTSS) for behaviors, academics and attendance. Teachers will be receiving training on how implementing policies and procedures and teaching the students those procedures, will decrease behavior and increase achievement.

3. Describe the district positive school wide support programs.

The district has been having conversations about multi-tiered systems of supports (MTSS) for behaviors, academics and attendance. Teachers will be receiving training on how implementing policies and procedures and teaching the students those procedures, will decrease behavior and increase achievement. Handbooks at each building level outline expectations, which are reviewed with students annually.

4. Describe the district school-based behavior health services.

The District has a mental health program called Raider Wellness. It is a K-12 school based mental health service and drug and alcohol counseling. Students have access to a therapist in the school setting to address their mental health and/or substance abuse issues. Regular education and special education students are eligible to participate in the Raider Wellness Program. This service is provided based on parent or student (if old enough) request. The family participates in an intake prior to receiving services. Therapists, contracted through the Intermediate Unit, Jonathan Johnson or Therapeutic Healing Services, see students in the school setting via outpatient therapy. A psychiatrist is also available through IU #1 Outpatient services to come into the school

and meet with students to provide medication management. Social work services are available for special education students, if the service is written into their IEP. Both schools in the district have a Student Assistance Program to help address mental health needs and to then refer students, if needed, to the appropriate program. The elementary school has two guidance counselors who work with the students in their individual classrooms and on an individual basis. The Junior High school has one guidance counselor, and the Senior High school has two guidance counselors.

5. Describe the district restraint procedure.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: The restraint is used with specific component elements of a positive Behavior Support Plan. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. Staff are authorized to use the restraint and have received appropriate training. The Behavior Support Plan should include efforts to eliminate the use of restraints. Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The Superintendent or designee (Director of Special Education) shall maintain and report data on the use of restraints, as required. Entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and career and technical schools complete a Restraint Information System Collection (RISC) Offline Entry Form to submit to the District Director of Special Education. The Director of Special Education updates the Pennsylvania Department of Education online Restraint Information System Collection database. If no restraints are reported for the quarter, the Director of Special Education reports that no restraints were reported in the Restraint Information System Collection database.

Intensive Interagency

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

At the beginning of the 2023-2024 school year, the district had one student placed on Instruction Conducted in the Home during the time of this Plan. Because this student was medically fragile she received her instruction and related services in the home setting. Sadly, in January this student passed away. Currently, no students are placed on Instruction Conducted in the Home. Ensuring FAPE: The district has not encountered significant difficulty placing students with disabilities into appropriate educational programs. Strong collaboration exists among the district, Child and Adolescent Social Service Program (CASSP) through Greene County, and the Intermediate Unit 1 Interagency Coordinator. This has allowed us to provide a means for accessing additional community services. The district maintains a positive relationship with governmental agencies including Juvenile Probation, Children and Youth Services and community mental health agencies. These collaborative relationships have allowed each agency to assist parents and students in accessing services to address student and family issues having an impact on educational placement. There are times that some research and networking must be done, but we have established a reliable network of professionals that can be accessed when presented with a challenging case. Hard-to-Place Students: When the district suspects that a student requires a more restrictive environment, the district will contact the Intermediate Unit 1 Interagency Coordinator who will arrange an interagency meeting through the local CASSP office to include all agencies that provide support to the student. The IEP Team members will meet to review the IEP to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the Team determines that the student can no longer be served in a public school setting, placement options will then be considered and the district will follow up with making appropriate contacts. In the event that the placement cannot be secured and that the student has been or will be at risk of waiting 30 days or more for an appropriate educational placement, the district will report the required information utilizing the required form to the Pennsylvania Department of Education, updating the information monthly as needed until an appropriate placement has been secured. Additionally, the district will report to the Department of Education all students who are on Homebound Instruction or Instruction in the Home in the Pennsylvania Integrated Monitoring System database. Continuum of Supports and Services: The district continues to evaluate student needs and special education services available within the home school district on a continuum for individual counseling, to group counseling, to family counseling when appropriate. As more needs are recognized, additional supports are investigated. The district maintains contacts with other child service agencies by participating with Interagency Team meetings and trainings as necessary. The district also participates in meetings from psychiatric hospitals, partial hospitalization programs as well as residential treatment facilities. The district maintains an ongoing relationship with the Intermediate Unit One Interagency Coordinator and meets at least annually to discuss issues and trainings available outside the district if the district has a specific need. The district is represented at seminars, workshops and other trainings to improve district program capacity. Expansion of Services: The district utilizes its contacts within child service agencies to determine what resources a child may be eligible. The LEA representative or social worker will work with the family to complete necessary applications if the student has never been found eligible for medical assistance. The district makes available the necessary documents to support eligibility.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
22	Secondary	Full-time (1.0)	01/23/2025 12:17 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.3

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.2

Building Name
Waynesburg Central JSHS

Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Waynesburg Central EI School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %

	0.05
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FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16	Secondary	Full-time (1.0)	12/20/2024 11:55 AM

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 18
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 15
Age Range Justification		FTE %
		0.05

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	19 to 19
Age Range Justification		FTE %
		0.05

Building Name		
Waynesburg Central JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 19
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19	Elementary	Full-time (1.0)	12/20/2024 12:07 PM

Building Name
Waynesburg Central El School

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 5
Age Range Justification		FTE %
		0.02

Building Name		
Waynesburg Central EI School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.12

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %

	0.1
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Building Name		
Waynesburg Central EI School		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 9
Age Range Justification		FTE %
Age waivers have been completed.		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10	Elementary	Full-time (1.0)	12/20/2024 12:08 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central El School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.1

Building Name		
Waynesburg Central El School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
24	Elementary	Part-time (0.5)	12/20/2024 12:09 PM

Building Name		
Waynesburg Central El School		

Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Full-Time (80% or More)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.33

Building Name		
Waynesburg Central EI School		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 13
Age Range Justification		FTE %
Age waivers have been completed.		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13	Elementary	Full-time (1.0)	12/20/2024 12:19 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 10
Age Range Justification		FTE %
		0.06

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 10
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
7	Elementary	Full-time (1.0)	12/20/2024 12:20 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.12

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
4	Secondary	Full-time (1.0)	12/20/2024 11:59 AM

Building Name	
Waynesburg Central JSHS	
Support Type	
Emotional Support	
Support Sub-Type	
Emotional Support	
Level of Support	Case Load
Itinerant (20% or Less)	2

Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.04

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		9
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 18
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.18

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 19
Age Range Justification		FTE %
		0.1

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18	Secondary	Full-time (1.0)	12/20/2024 12:03 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	18 to 18
Age Range Justification		FTE %
		0.02

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 18
Age Range Justification		FTE %
		0.1

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
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21	Elementary	Full-time (1.0)	12/20/2024 12:22 PM
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Building Name		
Waynesburg Central EI School		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		31
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 10
Age Range Justification		FTE %
The teacher services multiple grade levels, but the students are seen on an individual or small group basis with same grade level peers.		0.48

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15	Secondary	Full-time (1.0)	12/20/2024 12:36 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		10
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 15

Age Range Justification	FTE %
	0.2

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12	Elementary	Full-time (1.0)	12/20/2024 12:36 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		9
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.45

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
9	Elementary	Full-time (1.0)	12/20/2024 12:38 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 7
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		8
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 7
Age Range Justification		FTE %
		0.4

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
1	Secondary	Full-time (1.0)	12/20/2024 12:41 PM

Building Name		
Waynesburg Central JSHS		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.02

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.14

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %

	0.55
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Building Name		
Waynesburg Central JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
6	Elementary	Full-time (1.0)	12/20/2024 12:45 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 10
Age Range Justification		FTE %
		0.12

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 11
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.35

Building Name		
Waynesburg Central EI School		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 9
Age Range Justification		FTE %
		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20	Multiple	Full-time (1.0)	12/20/2024 12:54 PM

Building Name
Waynesburg Central EI School

Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		19
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher services multiple grade levels, but the students are seen on an individual basis.		0.29

Building Name		
Waynesburg Central JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.11

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
23	Multiple	Full-time (1.0)	12/20/2024 12:57 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Life Skills Support		

Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Full-Time (80% or More)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 16
Age Range Justification		FTE %
		0.07

Building Name		
Waynesburg Central El School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		1
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 6
Age Range Justification		FTE %
		0.02

Building Name		
Waynesburg Central El School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 6
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
3	Secondary	Full-time (1.0)	12/20/2024 12:58 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.24

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 13
Age Range Justification		FTE %
		0.05

Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 14
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
2	Secondary	Full-time (1.0)	12/20/2024 01:01 PM

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.06

Building Name		
Waynesburg Central JSHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.22

Building Name		
Waynesburg Central JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %
		0.07

Building Name		
Waynesburg Central JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		1
Identify Classroom	Classroom Location	Age Range
School District	Secondary	17 to 17
Age Range Justification		FTE %

	0.05
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Building Name		
Waynesburg Central JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		7
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 17
Age Range Justification		FTE %
		0.35

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14	Elementary	Full-time (1.0)	12/20/2024 01:08 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 9
Age Range Justification		FTE %
		0.08

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 11
Age Range Justification		FTE %
		0.65

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17	Elementary	Full-time (1.0)	12/20/2024 01:10 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	12 to 12
Age Range Justification		FTE %
		0.04

Building Name		
Waynesburg Central EI School		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
Even though this teacher carries a caseload with age variance students, students are educated within the appropriate age.		0.12

Building Name		
Waynesburg Central EI School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		6
Identify Classroom	Classroom Location	Age Range
School District	Elementary	8 to 12
Age Range Justification		FTE %
The teacher services multiple grade levels, but the students are seen on an individual basis.		0.3

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11	Elementary	Full-time (1.0)	12/20/2024 01:06 PM

Building Name		
Waynesburg Central EI School		
Support Type		
Speech And Language Support		

Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		24
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 11
Age Range Justification		FTE %
The teacher services multiple grade levels, but the students are seen on an individual or small group within the grade level basis.		0.37

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
5	Elementary	Full-time (1.0)	12/20/2024 01:03 PM

Building Name		
Waynesburg Central El School		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 11
Age Range Justification		FTE %
		0.65

Special Education Facilities

Building Name		Room #
Waynesburg Central JSHS		A216
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central EI School		112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 26 feet, 0 inches	520sqft	18
Implementation Date		
2022-05-24		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		A105A
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		327
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 32 feet, 0 inches	832sqft	29
Implementation Date		
2022-05-24		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		131
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2023-07-05		

Uploaded Files

5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		A105B
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	

The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		128
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 32 feet, 0 inches	768sqft	27
Implementation Date		
2022-05-24		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		220
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 25 feet, 0 inches	575sqft	20

Implementation Date
2022-05-24
Uploaded Files

8Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		102
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
22 feet, 0 inches x 24 feet, 0 inches	528sqft	18
Implementation Date		
2022-05-24		
Uploaded Files		

9Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	

The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		A112
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		A215
School Building		Building Description
		A building in which general education programs are operated

Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

11Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		111
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
20 feet, 0 inches x 12 feet, 0 inches	240sqft	8
Implementation Date		
2022-05-24		
Uploaded Files		

12Assurance Check

Assurance Check	Yes	No
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The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		231
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 32 feet, 0 inches	800sqft	28
Implementation Date		
2022-05-24		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
Waynesburg Central El School	204

School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 34 feet, 0 inches	850sqft	30
Implementation Date		
2022-05-24		
Uploaded Files		

14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		223
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
37 feet, 0 inches x 26 feet, 0 inches	962sqft	34
Implementation Date		
2024-08-27		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.		No

Building Name		Room #
Waynesburg Central EI School		320
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
25 feet, 0 inches x 30 feet, 0 inches	750sqft	26
Implementation Date		
2022-05-24		
Uploaded Files		

16 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name	Room #
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Waynesburg Central JSHS		A151
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
32 feet, 3 inches x 25 feet, 0 inches	806sqft	28
Implementation Date		
2023-01-09		
Uploaded Files		

17Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		S107
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 35 feet, 0 inches	840sqft	30
Implementation Date		
2022-05-24		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central JSHS		A213
School Building		Building Description
		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 26 feet, 0 inches	598sqft	21
Implementation Date		
2023-01-09		
Uploaded Files		

19 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central EI School		119
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
28 feet, 0 inches x 28 feet, 0 inches	784sqft	28
Implementation Date		
2024-08-27		
Uploaded Files		

20Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central EI School		121
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
29 feet, 0 inches x 24 feet, 0 inches	696sqft	24
Implementation Date		
2024-08-27		
Uploaded Files		

21 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Building Name		Room #
Waynesburg Central El School		321
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 25 feet, 0 inches	775sqft	27
Implementation Date		
2023-08-29		
Uploaded Files		

22 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	
The location of the class has been maintained for at least 3 school years.	Yes	

Special Education Support Services

23Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Director of Special Education	1	District Wide	District
Paraprofessionals	15	Elementary	District
Paraprofessionals	5	Secondary	District
School Psychologist	1	District Wide	Contractor
Physical Therapist	0.07	District Wide	Contractor
Occupational Therapist	0.58	District Wide	Contractor
Social Worker	1	District Wide	Contractor
Guidance Counselor	2	Elementary	District
Guidance Counselor	3	Secondary	District
Social Worker	1	District Wide	District

Special Education Personnel Development

Autism

Description of Training			
Autism Overview			
Lead Person/Position		Year of Training	
Erin Stickles/Special Education Teacher & Ashley Deurlein/Guidance Counselor		2028	
Hours Per Training	Number of Sessions	Provider	Audience
3	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Autism Overview			
Lead Person/Position		Year of Training	
Erin Stickles/Special Education Teacher		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

Positive Behavior Support

Description of Training			
School-Wide PBIS: Elementary and Jr/Sr High School Teams			
Lead Person/Position		Year of Training	
TBD/Training and Consultation, Behavior		2025	
Hours Per Training	Number of Sessions	Provider	Audience
6	5	Intermediate Unit	Building Administrators General Education Teachers

			Special Education Teachers
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Description of Training			
School-Wide PBIS: On-Going Support			
Lead Person/Position		Year of Training	
TBD/ Training and Consultation, Behavior		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	5	Intermediate Unit	Building Administrators General Education Teachers Special Education Teachers

Description of Training			
Comprehensive Crisis Management (Verbal Only)			
Lead Person/Position		Year of Training	
Edith Woods/Director of Special Education & Michael Blasinsky/WCES Guidance Counselor		2026 2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
4	3	District	General Education Teachers

Description of Training	
Comprehensive Crisis Management Refresher Course	
Lead Person/Position	Year of Training
Edith Woods/Director of Special Education & Michael Blasinsky/WCES Guidance Counselor	2025 2026

		2027	
Hours Per Training	Number of Sessions	Provider	Audience
4	1	District	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
2025-2026 Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Edith Woods/Director of Special Education		2025 2026	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Paraprofessionals

Description of Training			
2026-2027 Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Edith Woods/Director of Special Education		2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Paraprofessionals

Description of Training

2027-2028 Special Education Paraprofessional Training Series			
Lead Person/Position		Year of Training	
Edith Woods/Director of Special Education		2027 2028	
Hours Per Training	Number of Sessions	Provider	Audience
6	1	PaTTAN	Paraprofessionals

Transition

Description of Training			
OVR Overview for Special Education Teachers			
Lead Person/Position		Year of Training	
Jim Miller/James Walsh/Jonette Gallo from OVR		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	Other	Special Education Teachers

Science of Literacy

Description of Training			
Structured Literacy Refresher Training			
Lead Person/Position		Year of Training	
Tracy Czajkowski/IU TAC		2027	
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Intermediate Unit	General Education Teachers Special Education Teachers

Parent Training

Description of Training			
Autism Overview			
Lead Person/Position		Year of Training	
Erin Stickles/Special Education Teacher		2025	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Parents

IEP Development

Description of Training			
IEP Development and Special Education Yearly Overview			
Lead Person/Position		Year of Training	
Edith Woods/Director of Special Education		2025 2026 2027	
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

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

Superintendent/Chief Executive Officer

Date

