

Greensburg Salem SD
Special Education Plan Report
07/01/2019 - 06/30/2022

District Profile

Demographics

1 Academy Hill Place
 Greensburg, PA 15601-1839
 724-832-2901
 Superintendent: Dr. Gary Peiffer
 Coordinator of Student Services: Todd McMillen

Planning Committee

Name	Role
Todd McMillen	Administrator : Special Education
Lindsay Scarpo	Building Principal : Special Education
Kate O'Rourke	Ed Specialist - School Psychologist : Special Education
Breanna Englert	Elementary School Teacher - Regular Education : Special Education
Holly Miller	Elementary School Teacher - Special Education : Special Education
Anthony Greece	High School Teacher - Special Education : Special Education
Amanda Forsythe	Middle School Teacher - Special Education : Special Education
Jaime West	Parent : Special Education

Core Foundations

Special Education

Special Education Students

Total students identified: 514

Identification Method

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

Method of Identification for a Specific Learning Disability

The Greensburg Salem School District utilizes the discrepancy model as the process for identifying a student with a specific learning disability in all buildings. A comprehensive psychoeducational evaluation is completed to establish that the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, standards, or intellectual development. As part of this process, a measure of general intelligence is administered, as well as standardized achievement assessments. If there is a statistically significant discrepancy between the student's cognitive ability and their present levels of achievement, in addition to other data such as curriculum based assessments, the team may determine that the student is presenting with a specific learning disability in one or more of the following areas: basic reading, reading fluency, reading comprehension, math calculation, math problem solving, listening comprehension, written expression, and/or oral expression.

Enrollment

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

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

Given the available 2016-2017 State Performance Plan data posted on the PennData website in May of 2018, the Greensburg Salem School District did not show a disproportionate representation of the overall special education population in comparison with the state. However, the Greensburg Salem

School District did exceed the average state percentage relative to the disability categories by a marginal amount (<1%) in the areas of Autism, Intellectual Disability, Multiple Disabilities and Speech and Language. The Greensburg Salem School District is located in the Westmoreland County seat. Many social services and specialized schools are located within the geographic region. Our demographics reflect a transient population. In addition to geographic and demographic implications, the Greensburg Salem School District continues to review exceptionality eligibility criteria.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

Greensburg Salem School District does not currently host any educational facilities as defined under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

The Greensburg Salem School District provides educational records and will collaborate with the host district and intermediate unit for any incarcerated students who reside within the district. The District would also assist in the transition of an incarcerated youth's return to the home district. The Greensburg Salem School District does not currently have any students who are incarcerated but has worked with the intermediate unit and Hempfield Area School District when an incarceration occurs.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services

and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Greensburg Salem School District is committed to ensure that students with disabilities are educated with their non-disabled peers. The instruction of students with non-disabled peers is the first consideration of the Individualized Education Program (IEP) team. The IEP team determines how the child's needs can best be met with the consideration of supplementary aids and services to the maximum extent possible. Supplemental aids and services are determined by the student's individual needs to make adequate progress in the least restrictive environment for that individual child. The district currently has students placed in a combination of specialized schools for part of the day and attending their neighborhood school for the remainder of the day to meet the individual's unique, specialized needs. Participation in the neighborhood school provides students with interactions with their non-disabled peers, and access to the regular education curriculum to meet their need in the least restrictive environment.

All students are assigned a case manager that monitors individual student's progress and supports students in the general education setting, as well as in support settings. The Greensburg Salem School District collaborates with the Westmorland Intermediate Unit and PaTTAN, as well as other agencies in regard to assistive technology, vision, hearing, behavior support, autistic support, mobility and curriculum adaptations and modifications. A continuum of services is continually being expanded upon to meet student's needs within the least restrictive environment. All extracurricular activities are available to students with disabilities. Supplemental aids and services will be provided to those students who require these services to have access to extracurricular and non-academic activities. A framework for consideration of supplemental aids and services includes collaboration, instruction, physical, social and behavior components. The district has utilized the supplementary aids and services tool kit to examine data and determine appropriate supplemental aids and services.

Listed below are examples of supplementary aids and services currently being utilized within the school district:

- Specially designed instruction
- Scaffold materials
- Graphic organizers
- Adapted materials
- Visual representations

- Guided notes
- Extended time
- Room arrangements
- Preferential seating
- Visual schedules
- Modified curriculum materials
- Special transportation
- Adaptive equipment
- Physical Therapy
- Assistive Technology
- Augmented communication devices
- Training
- Recorded books
- Large print materials
- Bookshare
- Text to speech
- Speech to text
- Interpreter services
- Occupational Therapy
- Medical and health related services
- Positive behavior supports
- Breaks
- Mobility assistance
- Paraprofessionals
- Facilitated peer interactions
- Vision supports
- Hearing supports
- FM systems and audiology

- Feeding and swallowing
- Special transportation

2. The Greensburg Salem School District has implemented components of positive behavior support programs in each building. The components are unique to the culture and needs of the school building and are designed to meet the development needs of the age group of students within each school building. The school district has developed positive behavior support plans in all buildings. PaTTAN and Intermediate Unit #7 have also been utilized to support students with disabilities with training related to assistive technology and other relative training for educators and paraprofessionals to assist students in accessing the curriculum to assure inclusion in a least restrictive environment.

3. The Greensburg Salem School District State Performance Plan (SPP) target areas for the three categories for Indicator 5/ Educational Environments reflect an increase in the percent of students engaged in the regular education classroom 80% or more (60.5% in comparison with 62.4%) at the state level. In 2014 the level of this category was 53.2%. The 2016-17 data also show a decrease of student in other setting (9.5%) from previous years (12.2%). The Greensburg Salem School District currently provides specific support programs in the areas of learning support and life skills support in the elementary, middle and high school settings and has added additional supports for students with the need for life skills support and emotional support over the past four years (3 special education teachers and 2 classroom assistants). The IEP team assesses the needs of the individual students and the supplemental aids and supports available to meet the needs of each child. Greensburg Salem will continue to increase the capacity of leaders, educators and parents to provide all students, including those with complex instructional needs, with maximum access to learning of the general education curriculum and Pennsylvania Core Standards. The Greensburg Salem School District has also participated in PaTTAN's Multi-Tiered System of Supports (MTSS) /RTII and Behavior RTII at Metzgar Elementary. Nicely Elementary recently participated in the MTSS/RTII Bootcamp designed for an interdisciplinary core team who is in the initial stages of development of MTSS/RTII.

Behavior Support Services

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

The Greensburg Salem School Board adopted The Behavior Support Policy 113.5 on August 9, 2017. The policy outlines the purpose, authority, definitions, responsibilities, and guidelines. Students with disabilities will be educated in the least restrictive environment and will

only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily.

The IEP team will develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation and plan shall be conducted and implemented in accordance with state and federal regulations. The District's behavior support programs will be based on positive rather than negative behavior techniques to ensure the students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The policy outlines guidelines for restraints, seclusion, aversive techniques, and involvement of law enforcement.

For each student with a disability who exhibits behaviors that impede his learning or the learning of others, the IEP team communicates with the School Psychologist about issuing a Permission to Reevaluate to conduct a Functional Behavioral Assessment (FBA). Then, the IEP team would develop the Positive Behavior Support Plan (PBSP). The following items must be included in the development of a PBSP:

1. The PBSP must be developed by the IEP Team.
2. The PBSP must be based upon a FBA.
3. The PBSP must become part of the students IEP (In IEP Writer it will imbed the PBSP automatically when it is checked that the behavior impedes the learning on the special consideration page.)
4. PBSP will not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
5. Only techniques for which the staff has been adequately trained will be implemented.
6. If physical restraints are a part of the student's IEP, they must be outlined in the Specially Designed Instruction (SDI) and PBSP. A fade plan for physical restraints must be included in the IEP.

All buildings have building wide, positive behavior support plans for all students in place to meet the age group and developmental needs of the students in the individual buildings. Greensburg Salem Middle School was recently trained in Schoolwide Positive Behavior Intervention and Support (SWPBIS). State approved training will be conducted with each building to formalize Positive Behavior Intervention and Support (PBIS) in each school building during the length of the special education plan. A description of each building's Positive Behavior Support plan is listed below.

Nicely Elementary

LIONS

Leadership, Integrity, respect for Others and self, Never give up, Service and scholarship. Students will be recognized for "PAWS"itive behavior. When students demonstrate any of these traits, they are rewarded and recognized for the "PAWS"itive behavior. Students are given paw stickers for displaying these positive behaviors and the teacher will complete "You're a Golden Lion" card. The card is sent home and to the office. Student's names will be entered in a drawing and their pictures

will be displayed in the school lobby. The students are also recognized as a class for displaying "PAWS"itive behavior. Each day the class that displays the most "PAWS"itive behavior receives a letter, L-I-O-N-S. Once the classroom spells out LIONS, they will receive a classroom reward.

Metzgar Elementary

PRIDE

Polite, Respectful, I am an important player on the Metzgar team, Do your best, Everyone is included. Students are recognized by teachers, staff, bus drivers, cafeteria workers and administrators for "PAWS"itive behavior. At the beginning of the school year, students participate in lessons and explicit instruction to teach all students the school-wide behavior expectations and how the SWPBSP functions in the school. All students participate in a school-wide kick-off assembly at the start of the school year.

Following this explicit instruction and kick-off, student who are seen displaying Metzgar PRIDE receive a reward in various ways. First, the teacher may complete a PRIDE postcard. The postcard is sent home and is displayed on the PRIDE Wall. Additionally, students can be rewarded with Behavior Bucks. A weekly and monthly raffle are held using the Behavior Bucks. Each month two students are awarded the honor of being the "PRIDE Students of the Month." In addition, once a month, two teachers are chosen based upon the awarded Behavior Bucks and are given the "Golden Pom-Pom Award" and are displayed as the Teacher of the Month.

In addition to the school-wide program, Metzgar Elementary utilized a universal behavior screening tool that is administered three times per year. Students who are "red-flagged" by this screener are then moved to Tier II supports which may include, Check-In/Check-out, an individualized behavior contract and/ or individual and small group social skills instruction. Recently, Social Express, a social skills program was purchased through funds provide by PaTTAN as part of Metzgar's participation in the MTSS/RTII behavior training. The program is being utilized for students in need of Tier II and III behavior intervention. The program offers online videos, lessons, pre and post tests and includes a parent involvement portion.

Hutchinson Elementary

ROARS

Respect, Ownership, Attitude Responsibility, and Safety. Students learn good citizenship and may earn recognition for demonstrating these qualities by receiving a paw sticker. The stickers will be displayed in the lobby of the school. Classrooms can also earn a paw for demonstrating positive behavior in the different areas of the school. Once a classroom has earned five paws, spelling out the word "ROARS" the class will be recognized with a lion which can be displayed in the classroom. Classrooms can also earn rewards for positive behaviors observed throughout the school and for following school rules.

Greensburg Salem Middle School

The Positive Behavior Intervention Plan assists students in understanding the impact of their behavior to their learning and others' learning. The vision of the GSMS Positive Behavior and Intervention Support Program is to reduce punitive consequences by proactively and consistently

teaching students respectful and appropriate behavioral expectations, increasing positive adult-student interactions, and recognizing students who act respectfully in all areas of the school and on the bus.

The RESPECT program teaches students to respect themselves, others, and property through an assembly at the beginning of the year, posters displayed in each classroom and the hallways, and through mini lessons.

Recognition will be in the form of RESPECT dollars distributed by teachers, administrators, and staff members to students who exhibit appropriate behavior. Students can then redeem these dollars for various rewards established by the PBIS team. Examples of rewards include additional free time in the gymnasium, movies, time to play PS4 during lunch in a special room, and other small prizes "purchased" with RESPECT dollars.

Data on behaviors is collected and analyzed to help identify areas of concern so that a strategy to reduce behaviors can be implemented. All of the above is facilitated by a team of teachers who participated in PaTTAN training specific to implementing a successful PBIS program.

Greensburg Salem High School

C.L.A.S.S.

Character, Leadership, Advisory, Scholarship, Service. C.L.A.S.S. is founded in the research and district belief that students who make personal connections are more likely to succeed both academically and socially. C.L.A.S.S. offers Greensburg Salem students a unique opportunity for continued growth within a group of peers. C.L.A.S.S. peer groups are guided by an advisor. The advisor and peer group foster positive relationships, promote leadership skills, selfless service, academic support and self-improvement. The advisory groups meet each day and are composed of multi-grade, heterogeneously mixed student groups. Activities are based on group interests, student feedback, current events and school functions. The C.L.A.S.S. groups promote positive relations between different social groups and offers advocacy and support for difficult social and academic situations.

The high school also provides programs to support positive behavior such as enrichment, instructional make up, and Next-Step and after school program.

In addition to building level positive behavior supports that teach positive behavior, functional behavior assessment, Individual behavior plans, and contracts are utilized to meet the diverse needs of our students who need additional behavior supports. Each building in the district has a crisis intervention team consisting of staff members trained in CPI to deal with more significant behaviors. The district has invested in internal certified trainers for CPI to ensure on-going training and certification for our staff in relation to the de-escalation and safe intervention for students who demonstrate escalated behavior.

The district uses resources provided by the Westmoreland Intermediate Unit to support positive behavior and has access to behavioral specialists and consultants. A district behavior team is participating in the PaTTAN sponsored pilot program *Classroom Management Professional Community* to enhance classroom management through researched based strategies to improve outcomes for students whose behaviors impede success.

Greesburg Salem Middle School, Greensburg Salem High School, Hutchinson Elementary, Nicely Elementary, and Metzgar Elementary currently maintain a Student Assistant Program (SAP/eSAP) team. The SAP teams work in conjunction with the SAP liaison to offer treatment recommendations to all students and families demonstrating a need. Referral to SAP can be made by teachers, administrators, students and families. Many families have chosen to engage their child in out-patient school based mental health services through the Family Behavioral Resources. Families and students are able to secure services weekly at school with a qualified licensed mental health therapist. In addition to the school based mental health services, psychiatric evaluations and medication checks are available to families. Family Behavior Resources provides a wide range of therapeutic services including the option for tele-psychiatric appointments to provide access to the psychiatrist for families with transportation problems.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. Currently the Greensburg Salem School District does not have any students who have been difficult to place in an appropriate educational program. The district has been able to utilize appropriate programs and services to provide FAPE. Placement decisions are conducted in compliance with the guidelines outlined in chapter 14 and IDEA. The Individualized Education Plan (IEP) team determines where the needs of the child can be met. The first consideration of the IEP team is the general education setting with supplemental aids and services. To maximize the extent appropriate, all factors are considered including academic, behavioral, emotional, mental health, and social needs. In the event the Greensburg Salem School District would experience difficulty finding an appropriate placement, the school district would collaborate with the Westmorland Intermediate Unit, neighboring Local Education Agencies (LEA), Pennsylvania Training and Technical Network (PaTTAN), and approved private schools to ensure the provisions of FAPE. Additionally, the district would request a Children and Adolescent Service Program (CAASP) meeting bringing various agencies together to explore appropriate options to provide FAPE to the individual student. If it is apparent a placement of the child is unlikely the district will file a report with the Department of Education within five days of the initial identification of the student.

The district provides homebound instruction for short term medical needs not exceeding three months without a review. Rarely, the IEP team will determine *Instruction in the Home* as least restrictive environment. If a student's medical condition is to the extent a student needs instruction in the home the IEP team will make the decision and the student will be placed in *Instruction in the Home* through a Notification of Educational Placement (NOREP). A student receiving *Instruction in the Home* will be provided instruction by a highly qualified, special education teacher. The teacher will provide instruction and ongoing progress monitoring while providing instruction in the home. Homebound and *Instruction in the Home* of students with exceptionalities will be reported to the state as required.

2. The Greensburg Salem School District offers a wide range of support services including learning support, autistic support, life skills support, and emotional support through interagency agreements with the Westmoreland Intermediate Unit. In addition, several special education centers and approved private schools are utilized to meet the needs of our students.

The Clairview School, operated by the Westmoreland Intermediate Unit (WIU) offers a full range of supports for students needing multiple disabilities supports, physical supports, life skills support and emotional supports. Clelian Heights is a licensed private school that services autistic and life skills students. Several additional programs support students with varying levels of emotional and autistic support needs. Pressley Ridge, Merakey also provide support programs for students with behavior, autistic and emotional needs. Pennsylvania School for the Blind, Pennsylvania School for the Deaf, Pressley Ridge School for the Deaf, and Children's Institute are all specialized programs that are utilized to meet the needs of individuals.

3. The Greensburg Salem School District will continue to explore options to expand our continuum of services. The district will continue to reevaluate the current programs, review data, evaluate allocation of resources, and assess needs to make recommendations for the addition or deletion of services and supports to better meet the changing needs of individual students within our community.

Assurances

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clelian Heights School for Exceptional Children	Other	Life Skills/ Autistic Support/ Multiple Disabilities	*
The Children's Institute -- Day School	Approved Private Schools	Life skills/OHI -- Multiple Disabilities	*
The Western PA School for the Deaf	Approved Private Schools	Deaf services	*
Merakey - School for Autism	Special Education Centers	Autistic Support	*
Pressley Ridge Day School - East	Special Education Centers	Emotional Support and/or Autistic Support	*

Merakey - Emotional Support	Special Education Centers	Emotional Support	*
Clariview School	Special Education Centers	Multiple Disabilities/ Life Skills/ Emotional / Physical	*
Adelphoi Hartford Heights	Other	Emotional Support/ Learning Support	*

*numbers falling under the N count established by the state cannot be posted due to confidentiality.
N<10

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	*	0.4
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.5
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	*	0.1
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	*	0.6
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	*	0.25
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	*	0.05
Locations:				
Greensburg Salem High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	*	0.1
Locations:				
Greensburg Salem High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	*	0.45
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	13	0.55
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Position**Implementation Date: February 9, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	*	0.5
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	14	0.4
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	*	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: February 9, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	*	0.5
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	14	0.4
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	14 to 17	*	0.1
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	*	0.4
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	*	0.6
Locations:				
GSHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	*	0.4
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.5
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	*	0.1
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	*	0.5
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.5
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	*	0.3
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	*	0.7
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: February 9, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	*	0.8
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	*	0.2
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: February 9, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	*	0.4
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	*	0.6
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 16, 2016*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	*	0.4
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	12	0.6
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* February 9, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	*	0.5
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	11 to 14	*	0.2
Locations:				
GSMS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 13	*	0.3
Locations:				
Greensburg Salem School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	*	0.7
Locations:				
Nicely Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	*	0.3
Locations:				
Nicely Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	8 to 11	*	0.1
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	*	0.4
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	*	0.1
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	*	0.25
Locations:				
Hutchinson Elementary	An Elementary	A building in which General		

	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 11	*	0.15
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	*	0.45
Justification: Students will be instructed with students within their age range or the Waiver process will be implemented				
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	*	0.3
Justification: Students will be instructed in the general education setting or in a special education classroom with peers within the age span. If a student is outside of the allowable age range the waiver process will be implemented				
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	*	0.25
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	*	0.6
Justification: Students are age appropriately instructed and signed age waivers are attained				
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	*	0.3
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	10 to 12	*	0.1
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	*	0.6
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	*	0.25
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	*	0.15
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: February 9, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	*	0.4
Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	*	0.5
Justification: students are age appropriately instructed and age range waivers are attained				
Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	*	0.1
Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: February 9, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	*	0.6
Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	*	0.3

Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 11	*	0.1
Locations:				
Nicely Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	*	0.4
Locations:				
Metzgar	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.5
Locations:				
Metzgar	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	*	0.1
Locations:				
Metzgar Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	12	0.6
Locations:				

Metzgar	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	*	0.4
Locations:				
Metzgar	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 12	*	0.25
Justification: Deaf & Hearing Specialist supports students in all building and works individually or in age-level peer groups				
Locations:				
Metzgar Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 14	*	0.5
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	*	0.25
Locations:				
Nicely Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Blind or Visually Impaired Support	5 to 12	*	0.5
Justification: IU Vision support is offered as a push-in service at all grade levels and to Life Skills students.				
Locations:				
Nicely Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 19	*	0.5
Justification: Students receive individual services or push in services with students in the general education setting. The waiver process will be implemented when appropriate.				
Locations:				
Greensburg Salem High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	12	0.25
Justification: Teacher services students grades K-5 -- students are grouped with age-level peers				
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	43	0.75
Justification: Teacher services student grades k-5. Students are grouped with age-level peers				
Locations:				
Metzgar	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Speech and Language Support	5 to 12	*	0.25
Justification: Teacher services students K-5 -- students are grouped with age-level peers				
Locations:				
Nicely	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	48	0.75
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	53	0.85
Justification: Teacher services students 5-12 PLUS Life Skills -- students are grouped with age-level peers				
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	*	0.15
Justification: Teacher services individuals and students grouped with age range level peers				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 9, 2015

PROGRAM SEGMENTS

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

Program Position #30 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 27, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	*	0.75
Justification: Students are age appropriately instructed and signed age range waivers are attained				
Locations:				
Hutchinson	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	*	0.25
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 28, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	*	0.4
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	*	0.3
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 13	*	0.2
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 24, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	*	0.6
Locations:				
Metzgar Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	*	0.4
Locations:				
Metzgar Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 26, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	*	0.55
Justification: Student on the caseload are not in the same classroom beyond the age variance. Age waiver will be utilized if this occurs. In addition most students age 19-21 are participating in transition opportunities in the community setting.				
Locations:				
Greensburg Salem High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 18	*	0.2
Locations:				
Greensburg Salem School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 19	*	0.25
Locations:				
Greensburg Salem High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: December 24, 2018

Justification: The additional of a SLP position will minimize caseload size the for program profile 25 and 27.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 14	*	0.25
Locations:				
Greensburg Salem Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	*	0.25
Justification: services are provided individually and in small group settings with same age peers. The SLP will services students in all grade and age levels				
Locations:				
Hutchinson Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Student Services	All Buildings	1
School Psychologist	All Buildings	1
Classroom Aide	Middle School	1
Classroom Aide	Hutchinson Elementary	4
Classroom Aide	Nicely Elementary	3
Classroom Aide	Metzgar Elementary	3
Classroom Aide	High School	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	30 Hours
Physical Therapy	Outside Contractor	10 Hours
Interpreter Services	Outside Contractor	5 Days
Personal Care Assistants	Outside Contractor	5 Days
Audiologist	Intermediate Unit	2 Hours
Special Education Supervisor	Intermediate Unit	1 Days
Vision Services	Intermediate Unit	1 Days
Psychologist	Outside Contractor	2 Days
Counseling Services	Intermediate Unit	4 Hours
DHOH Services	Intermediate Unit	4 Hours
Orientation and Mobility	Intermediate Unit	1 Hours
Safe Feeding Consultation	Intermediate Unit	30 Minutes

District Level Plan

Special Education Personnel Development

Autism

Description	The Greensburg Salem School District will provide on-going professional development for Special Education, General Education teachers and, administrators in regards to Autistic Spectrum Disorder. Training will occur each year of this plan. It is anticipated that the trainings may include general information relating to Autism, de-escalation techniques, sensory integration, adaptations and modifications and social skills development, and the use of the Supplementary Aids and Services (Teachers will show evidence in their planning and instruction that support autistic students in their classroom.
Person Responsible	Coordinator of Student Services, Coordinator of Elementary Education, Coordinator of Secondary Education, Superintendent of Schools
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education

Professional Development Details

Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	5
Provider	Greensburg Salem School District, Westmoreland Intermediate Unit, PaTTAN, Private Provider
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Understanding of the disability and effective strategies to assist students in accessing the general education curriculum.
Research & Best Practices Base	Utilizing best practices provided by PaTTAN through ProjectMax and

	other PaTTAN and Tac resources
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation Series of Workshops Offsite Conferences
Participant Roles	Classroom teachers Paraprofessional New Staff Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA

	Classroom student assessment data
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Behavior Support

Description	Decrease the number of special education students suspended each year of the special education plan. Special Education students suspended within a school year will be reduced over the next three years to be in alignment with the state average and be in comparison with the students who do not receive special education services. The district will provide training related to Functional Behavior Assessments and effective behavior plans to special education teachers and principals. The District will also utilize PaTTAN and IU7 TaC to provide PBIS training for building teams.
Person Responsible	Coordinator of Student Services, Superintendent of Schools, School Psychologist
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Teacher Induction, Special Education, Student Services

Professional Development Details

Hours Per Session	3
# of Sessions	2
# of Participants Per Session	5
Provider	Greensburg Salem School District, Westmoreland Intermediate Unit, School Psychologist
Provider Type	School Entity
PDE Approved	Yes
Knowledge Gain	Knowledge and development of effective tiered behavior interventions
Research & Best Practices Base	Positive Behavior and Intervention Supports
For classroom teachers, school counselors and education specialists	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school or LEA administrators, and other	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education,

educators seeking leadership roles	<p>teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>Series of Workshops Offsite Conferences</p>
Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

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Paraprofessional

Description	Participants will increase knowledge and skills to meet the needs of all learners. Paraprofessionals will be provided with opportunities to obtain twenty hours of training each year for the length of the special education plan through in-service, PLC, staff meetings, and site-based trainings. All trainings will relate to special education, instruction, behavior and unique student needs. Each paraprofessional will maintain a log to document twenty hours of training. Paraprofessional trainings will also be monitored through observation.
Person Responsible	Coordinator of Student Services, Superintendent of Schools
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	2.0
# of Sessions	10
# of Participants Per Session	25
Provider	Greensburg Salem School District, Westmoreland Intermediate Unit, Mission One
Provider Type	School Entity
PDE Approved	No
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community</p>

	partners.
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Online-Asynchronous Professional Learning Communities</p>
Participant Roles	<p>Classroom teachers School counselors Paraprofessional Other educational specialists</p>
Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<ul style="list-style-type: none"> • Observations & Professional Development Log
Evaluation Methods	<ul style="list-style-type: none"> • Observations & Professional Development Log

Reading

Description	Professionally develop teachers in the area of reading to improve the special education subgroup's growth and achievement. The Greensburg Salem School District is currently using several interventions for all student. An intervention time is built into each elementary schedule in addition to student engagement in the general education curriculum. DIBELS is used as the universal screener. Student are grouped during intervention time and various interventions are used to address student's needs. Monthly data team meetings are held to review student's classroom and intervention data. Foundations, Leveled Literacy intervention, Reading Mastery/ Corrective Reading, Wilson Reading, Just words, Read naturally, Foundations, Sondag Systems and curriculum based intervention materials are utilized. The district plans to add Sondag Systems a to the list of reading interventions. Interventions target phonemic awareness, phonics, comprehension, accuracy, fluency, vocabulary and writing. Continued training and support will be provided for the faculty. Continued Training for teachers in specific programs will continue through the duration of this plan.
Person Responsible	Coordinator of Elementary, Coordinator of Secondary, Superintendent of Schools
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education

Professional Development Details

Hours Per Session	3
# of Sessions	1
# of Participants Per Session	5
Provider	Greensburg Salem School District, Westmoreland Intermediate Unit, Private Provider
Provider Type	IU
PDE Approved	Yes
Knowledge Gain	Strategies and interventions reading to a tiered intervention system
Research & Best Practices Base	Research based reading interventions and tier 1 classroom interventions developed through MTSS
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment</p>

	skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops
Participant Roles	Classroom teachers Principals / Asst. Principals Related Service Personnel
Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Joint planning period activities
Evaluation Methods	Student PSSA data Classroom student assessment data

Transition

Description	
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	Through the use of effective transition planning teachers will become more aware of transitional tools and services. Students with disabilities will demonstrate an increased ability to successfully make the transitions from school age programs to independent living, post-secondary training, and the work world. The number of students exiting high school enrolled in a post-secondary institute, post-secondary training or to the work world will increase by 2% each year of the special education plan. Transition goals, senior projects and graduation survey information will be used to measure the post-secondary outcomes.
Person Responsible	Coordinator of Student Services, Superintendent of Schools
Start Date	7/1/2019
End Date	6/30/2022
Program Area(s)	Professional Education, Special Education, Student Services

Professional Development Details

Hours Per Session	1.0
# of Sessions	1
# of Participants Per Session	10
Provider	PaTTAN & Westmoreland Intermediate Unit
Provider Type	Non-profit Organization
PDE Approved	Yes
Knowledge Gain	This is an optional narrative for Special Education.
Research & Best Practices Base	This is an optional narrative for Special Education.
For classroom teachers, school counselors and education specialists	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For school or LEA administrators, and other educators seeking leadership roles	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to</p>

	<p>inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	<p>LEA Whole Group Presentation</p> <p>Series of Workshops</p> <p>School Whole Group Presentation</p> <p>Live Webinar</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Parents</p>
Grade Levels	<p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Journaling and reflecting</p>
Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student Senior Projects, Transition Goals, Student Survey</p>

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

DRAFT